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ABSTRACT

The procedures and outcomes of community research training programs whose participants were mostly women and minority students in Boston, Los Angeles, and Atlanta are examined in this report. Each training program consisted of two phases with emphases on the development of basic research skills and field work experience in community organizations. The discussion of the first phase describes efforts to place participant-observers in recognized academic programs and to develop a model community-research curriculum based on training activities. The second phase is described as a redirection of attention to the learners, not the institutions of learning, which entailed working closely with community organizations engaged in research. The results suggested that community research training should be conducted through community organizations without the requirement of affiliation with a university program. Included in this report is a manual developed for organizations and individuals who wish to engage in research and train themselves. Three appendices contain the core curriculum developed by the program, a handbook on the funding of research, and information about nontraditional programs for community researchers. (JCD)

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INCREASING THE PARTICIPATION OF WOMEN AND MINORITIES IN EDUCATIONAL RESEARCH AND DEVELOPMENT

Final Report

Marilyn Gittell

September, 1980

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PREFACE

This project was an outgrowth of a two year research project conducted in three cities (Atlanta, Boston and Los Angeles) from 1976-1979 in which we relied on community site researchers to conduct research. It immediately became evident to us that some effort should be made to use this project as a demonstration of how community people could be trained and credentialed as community researchers. NIE, particularly Berlin Kelly and Gwenn Baker were sensitive enought to support two years of funding to carry out the project. During the course of that time 23 people, largely minorities and women participated in the program. We are convinced that more community research can be done by those people who live and work in the community, if arrangements are made to train them. Such efforts not only expand the opportunities for minorities and women, they also build valuable resources in our communities.

The major credit for this project should go to Eleanor Rollins who kept things moving even under the most adverse circumstances. Her sensitivity to participant needs and problems and ability to negotiate with institutional officers was essential. Paul Jardine contributed to our early efforts in starting up the project.

Our task force and consultants responsible for advising on second year policies and curriculum were particularly helpful. The group includes Sharon Hobbs, Ann Cook, Herb Mack, Karolyn Siegel, Gary Delgado, Earl Picard, Joanne Ross, Ann O'Malley, Marsha Nakanishi, Linda Brandt, Greg Matsios, Mark Francis and Joenathan Dean.

Other consultants who worked on the alternative education and funding resource papers and the research guide included Annelise Krieger, Donald Wright, Gail Kunstler and Constancia Warren.

On our regular staff Bruce Hoffacker provided invaluable assistance in putting together the documentation and reports for the project.

INTRODUCTION

A much larger number of people are recognizing the potential value of research in improving their neighborhoods. Increasingly often residents are organizing to reduce onerous tax rates, to research construction-promoting tax-abatement programs, to compare available service delivery patterns. Citizens are organizing to develop services to meet community needs never before considered. The new emphasis on block associations and neighborhood development reflects both a social and a public policy orientation. The recognition that community research can be done competently by these organizations and their members is only just beginning to be appreciated.

In 1976, we undertook a research study for the National Institute of Education (NIE). The research was designed to assess the impact of community organizations on educational decisionmaking. We conducted research in three cities; Atlanta, Boston, and Los Angeles, coordinating the effort from New York. While the research was comparative across the three cities, we were conducting community research in each; working with neighborhood groups, examining their organizations and attempting to determine their influence and effectiveness. We had determined to use participant-observers, hiring as our local researchers members of the organizations. By using organizational membership as the primary criterion for participation in the research, we could give only limited consideration to education and field research experience in the selection of staff. Our three research teams therefore were made up of people with wide varieties of educational and work experiences; all, however, were active in neighborhood organizations.

In fact, because many of the researchers had no practical research experience, we implemented a research training program for each site. Using a set of staff-developed research guides, we conducted training sessions which emphasized the research techniques and procedures participant-observers would have to use. Training was to be a continuous process; largely a responsibility of a senior member of each site staff.

The participant-observer site researchers gathered data on their neighborhoods and cities. They conducted all the interviews with decisionmakers and leaders; they prepared all the analyses of their organizations and of community and school issues through doing so. They developed basic research skills closely equivalent to those taught in colleges throughout the country. Our recognition of this, coupled with our desire to enhance the status of the staff so that they could subsequently serve as community resources as a result of our project, led to discussions of more formal recognition of their training. As a result of these discussions, we submitted a proposal seeking to incorporate into the research effort a component which emphasized placing the community researchers in academic programs. Thus, they could obtain credit for work they performed as participant-observer site researchers.

In our original concept, the program was limited to two thrusts: (1) placing the participant-observers in recognized academic programs; and (2) the development of a model community-research curriculum, based on our experience and training activities. The placement efforts (referred to as Phase I) were to be conducted concurrently with the research effort; the model curriculum would be developed over the next year, in consultation with experienced researchers and social scientists familiar with community research.

Once the project was underway and the majority of the participant-observers were placed in academic institutions, we recognized the limitations of the Phase I approach. Each placement entailed extensive negotiations and complex administrative arrangements, yet the "students" skills had to conform to an existing program largely unsuited to their needs and interests. Our initial concept of developing a model curriculum which would serve as a full academic program appeared to have only limited value.

We chose to alter our approach in two significant ways. We would redirect our attention to the learners, not to institutions of learning. Rather than attempting to slot individual students into existing college programs, we would work with them within community organizations engaged in neighborhood research. With the organization as the basis of our effort, the students' long-term goal of completing their degrees became secondary. The on-site development of practical research skills became the primary goal; thus, we were field-training community researchers rather than developing an extensive academic curriculum; we were preparing a model on-site course in community research methods which would serve as adequate practical preparation for community researchers. We tested this revised approach with four organizations in Phase II of the program.

This report represents the outcomes of the past two years of work. As our results show, we have fundamentally changed some of the ways in which we view the teaching of community research and its relationship to traditional academic programs. We are more convinced than ever that if community research is taught to organization members, they can undertake and complete significant policy-oriented studies. The use of neighborhood-based organizations provides a vehicle for teaching and also for the conduct of the research; a far better vehicle than individual placements of participant-observers in academic courses.

This report is divided into three sections:

(1) An account of our activities, including a review of the work in the two phases, our contacts with institutions, and our findings and recommendations. Attached to our experiences are the curriculum models for teaching community research which we have developed and demonstrated in the field.

(2) The manual developed for organizations and individuals wishing to engage in research and train themselves.

(3) Two resource guides, completed over the course of the project:

    (a) Funding for Community Research and Community Researchers, and

    (b) Programs and Credentialling for Community Researchers. (This piece is constantly changing and reflects only the most significant information in the time of our project.)

I. PHASE I

Background

The Phase I plan was a direct outgrowth of our involvement with a major research study of community organizations for the National Institute of Education (NIE). In that project we determined local participants could be trained as participant-observers to do research; thus we committed ourselves to training community researchers in three cities: Atlanta, Boston and Los Angeles. Most individuals we recruited were from minority groups and were women, recommended to us as active in community organizations. We quickly became interested in encouraging and aiding them to pursue active careers in community studies and research. We recognized that other funded research projects throughout the country could be a potential source of support for the education and training this same population in research methods and techniques. We also wanted to ensure that our researchers received some formal educational experience and possibly credentials.

The Phase I program considered our research staff as a demonstration group and called for tying our participant-observers' field experience and training to a college or university program by identifying appropriate ones and encouraging them to enter these. We hoped through negotiations with local colleges to secure individualized admissions and counseling where necessary. We also sought to gain access to appropriate community or urban programs and to encourage their managers' adjustment to this new resource and setting. All of these potential students were already engaged in our community organization research project as participant-observers. They were supervised by on-site staff research coordinators and by our New York based central research team. We sought to coordinate the field research experience and college programs, hoping that this would provide an effective education and training experience for people who would probably not otherwise have access to it.

Program Supports

In Phase I of the project the principal investigator established working relationships with several colleges and universities. The first groups of colleges approached were in Atlanta, Boston, Los Angeles, and New York (where our central research staff was located). In Atlanta we made arrangements with Georgia State University and Atlanta University. In Boston, the University of Massachusetts and Boston University's Year-in-Action Program served our participant-observers. In Los Angeles, Claremont Graduate School and California State College at Dominguez Hills became cooperating colleges. Discussions were held at other universities as well, in anticipation of the second phase of the project and in the interest of exploring the willingness of these institutions to take part in an innovative educational program and to develop and implement programs to train community residents.

Discussions were held with appropirate administrators of existing urban and social science programs. Generally successful arrangements facilitated admissions procedures; secured credit for field experience; arranged transfers of credits to other institutions; secured acceptance for credit of research seminars given off-campus; and provided for special accommodations for graduate and undergraduate students. In addition two universities, Claremont College and the University of Massachusetts at Amherst, agreed to register students from any of our three project sites for this academic program.

At the end of Phase I of the project, 12 students were enrolled in 9 colleges or universities in 4 cities in a variety of programs, but with a major emphasis on the social sciences and research. Of the 12 students, 10 were participant-observers in our community-research program or were staff members actively engaged in our research, and 2 were members of the community organizations participating in the citizen organizations study.

We were not able to make arrangements with several colleges we contacted because their programs were inappropriate and/or their regulations for admission and degree certification were too rigid to accommodate our needs. We emphasized finding an appropriate faculty and program which would tie into community-research training without neglecting the need for a sympathetic structure for our students, and sensitivity to their special backgrounds.

In discussions with the site coordinators and the faculty under consideration for selection in each city we determined how we could relate the research activity to the college program and add to each experience by drawing on the other. Seminars were to be held at the sites, possibly for college credit. In Atlanta, pre-college preparation was necessary for three researchers. In Boston, all of the students enrolled in an urban seminar together. Courses were selected to provide students with a background for the work in which they were engaged.

In each site, we recruited a faculty advisor after we had consulted with the local participating colleges. Each faculty advisor was interviewed by our principal investigator. Faculty advisors were to work directly with the site researchers for 20 days during the course of Phase I. Their functions included: (a) facilitation of admissions and registration, (b) assisting site researchers to develop programs to enhance students' skills in community research, (c) the provision of special services such as counseling, career advisement, review of students' course selections and skills development, and (d) general supervision of students. Faculty advisors were in contact with site coordinators to oversee students' conduct of research tasks and the relationship of these tasks to course work and skills development. The role of advisors varied according to the distribution of students and their needs, and was adjusted to the needs of each city. In Atlanta, the faculty advisor conducted classes to prepare students for Scholastic Aptitude Tests (SATs), required for admission to the University of Georgia. In Boston, the faculty advisor conducted off-campus class seminars in research methodology. In Los Angeles, the faculty advisor was the administrator of a student-directed research center. All advisors reported to the principal investigator on their activities and on their analysis of the project operation, as well as on the development of the students they were advising.

Financial support, including tuition payments up to the established maximum, and set stipends to defray the costs of participation, were available to students. Allowances were as follows:

For undergraduate students:

- maximum tuition payment per semester of $450
- if payment is per quarter, then maximum of $300
- stipends of $250 per semester (or $166.66 per quarter) for books and travel
- stipends (for students not receiving tuition support): $250 per semester or $166.66 per quarter

For graduate students:

- maximum tuition payment per semester of $750
- if payment if per quarter, then maximum of $500
- stipends (for students not receiving tuition support): $300 per semester (or $200 per quarter) for books and travel

Payments were authorized only after a review of each student's program was completed. The review checked that the student's concentration was in community research skills and social science research--a program requirement.

Finally, it was anticipated that the New York based central project staff would also serve as a support for program participants. The staff provided a liaison with the sites and the colleges and universities, faculty advisors, and project consultants. They were in regular contact with the participants to assist with any problems faculty advisors could not solve. All participants were visited; open-ended discussions were held to analyze the strengths and weaknesses of the program.

The Students

In Phase I the recruitment of participants for the academic programs was determined by two key factors: participation in the community organization research project, and recommendation from the leadership of the organization. All our researchers were offered the opportunity to participate in the program. Participation in the academic program was dependent on simultaneous participation in our project's research effort. As a result we found that we had some researchers without high school diplomas working for us while others were working toward their Ph.D's. Thus educational programs at all levels were necessary. A number of the researchers who had no previous college experience expressed concern about functioning in the academic environment. However, the availability of the site coordinator, the faculty advisor, and--most importantly--group reinforcement from the other researchers resulted in most of the group maintaining some level of academic involvement. In those few instances in which the researcher chose not to participate, the organization which he or she represented was permitted to designate an alternate for the academic program.

From the outset, our intent was to involve members or minority groups and women in established academic programs. The Phase I effort, despite drawing on a population which had not been selected with this program in mind, was highly successful in encouraging the participation of minority group members and women; in academic programs of all academic program participants, 78 percent were either black or Hispanic; and 65 percent were female. The tables below give the racial/ethnic and sex breakdowns by site.

Table 1

Racial/Ethnic Breakdown of Phase I Participants

	Black	Hispanic	Other	Total
Atlanta	5	-	1	6
Boston	2	2	3	7
Los Angeles	2	1	1	4
New York	5	-	-	5
Total	14	3	5	22

Table 2

Sex of Phase I Participants

	Male	Female	Total
Atlanta	3	3	6
Boston	1	6	7
Los Angeles	1	3	4
New York	3	2	5
Total	8	14	22

Program Operation

The Phase I program operated fairly smoothly. The primary responsibility for ensuring that student needs were being met rested with the faculty advisors. They generally met with their students at least once a week. They often established special programs for the students. The advisors and the site coordinators also handled the bulk of the administrative problems met with in operating the program. These problems highlighted one of the weaknesses of the program. Since we were dealing individually with a number of different institutions, much time was spent on paperwork, on meeting departmental requirements for students (requirements which differed from department to department), on ensuring that the colleges followed through on their commitments to the participants, etc. Our attempt to persuade the institutions to meet our program goals and individual students needs resulted in many ad hoc problems which required extensive administrative contacts. Commitments by senior administrators or departmental chairpersons made to the principal investigator often proved to be contrary to college administrative practice and difficult to implement.

Followup on the Participants

The Phase I program was conducted during 1978, the first year of our NIE contract. As a result, in spring 1980, we were able to attempt a short-term followup survey of participating researchers. Of the 25 Phase I participants, 22 responded to a questionnaire designed to collect data on their perceptions of the program.

The most positive result of Phase I was the stimulation of participants' interest in community research and the joining of formal college study to the field experience. Of the 25 respondents, 75 percent indicated that participation in the research effort influenced their choice of college study. The research experience was rated either "very" or "somewhat" valuable by 21 of 22 respondents.

One goal of the program was to generate academic credit for the field work being conducted as part of our research on community organizations. Half of the respondents indicated that they received academic credit for their work. Particularly significant was the fact that 40 percent of the respondents have completed their academic program or are either currently enrolled in college. However, 9 of the participants were enrolled in a college program prior to the project.

So we could more fully understand the value students placed on particular aspects of research training, we compiled a questionnaire. After responses had been tallied, we found that research elements could be ranked as follows:

Interviewing
Networking
Media Research
Questionnaire Preparation
Use of Libraries
Attending School and Other Community Board Meetings
  (How to Listen)
Starting Professional Libraries

It is noteworthy that the two highest ranked elements among research techniques involved the researcher with other actors and decisionmakers in the field.

The respondents were also asked to give their general comments on the goals and character of the program and the extent to which these served their organizations' needs. The students emphasized that research and analytical skills are needed in all community action situations. Most important are communication skills--the ability to formulate questionnaires and carry out interviews; the ability to identify peoples' strengths and organize them so they remain active throughout the year. Also found consistently necessary for community research were understanding the bureaucratic structure and its actors; learning the "rules" of strategy and knowing where to find legal evidence to support a position. All these factors were explored in the research project. In one case, California site researchers applied research analysis to their own organization in order to understand themselves better. They held that research skills, once gained, could be adapted to various issues; this process simply took "experience and repeated application."

Respondents indicated that the most effective means of sharing research skills was through working in a group situation. All except one of the site researchers in the demonstration component responded that he or she was able to share acquired research knowledge with others in the community. This suggested to us the strong spill-over value of training members of community organizations as researchers. We now had evidence that they used those skills to train others and enhance their organizations' efforts.

The followup responses were consistent about the value of the experiential learning of research skills. The participants gained more skills from involvement in field research than from study in an academic program. This was true at all levels. Although the respondents saw some value in classroom experience for learning certain skills, they commented on their limited interest in obtaining academic credentials for their own sake; far stronger was their interest in preparing themselves to conduct community research. If we had separated out from our respondents those who were previously enrolled in college programs, the results would be even more striking: the conduct of research, not the obtaining of an academic degree, was the goal toward which these students were working.

An Analysis of Phase I

Our approach in Phase I can be viewed as an attempt to manipulate the system to slot our participant-observer site researchers in existing academic programs. The experience generally proved valuable but highlighted the limited chance of success in attempting to force institutions to adapt to the needs of these kinds of students, especially on an individual basis.

The institutions had only a limited ability to adapt. While decision-makers were generally supportive in allowing our researchers to pursue individual projects, it is unlikely that the researchers themselves could negotiate such programs without the intervention of the principal investigator. Although colleges and universities offer urban or community-oriented programs these are not, as a rule, oriented to community research and very few reach out to lower-income and minority community groups. The opportunity to combine practical research experience with an academic program is rare. While colleges claim they are eager to increase enrollments and more frequently permit part-time study, full- or near full-time programs are still the norm. For the population involved in our project, part-time study was far more appropriate; in many instances it was a necessity.

Our initial assumption that community researchers, as enrolled students, would influence the development of outreach programs within the university setting was not borne out. As our students were few and were dispersed in several different schools in three far-apart cities, the effect of their presence in the student body was diluted. None of the colleges in Phase I saw their experience with our program as an opportunity to design a similar program of their own.

While our conclusions on the role of academic institutions in meeting the need for training community researchers was somewhat disappointing, the strong interest of community organizations in undertaking research and in training their members to conduct it was enlightening and encouraging. Clearly, community organizations recognize that research is a value tool for neighborhood groups, as a means of promoting individual growth and also of enhancing organizational efforts.

Phase I demonstrated that the field-research focus of the training was both appropriate and highly functional and that such efforts are more profitably conducted in a group setting. The students in Phase I were part of an ongoing site research team and in each of our three cities met together regularly in their research capacity. As a result, they developed friendships and relationships with each other and could exchange information, discuss mutual problems, and support each other. It is particularly noteworthy the heterogeneity of the groups did not cause fragmentation or lack of relationships. In Los Angeles, for instance, middle-class white women related directly to lower-income black and Hispanic women. Students without high school diplomas and potential Ph.D's were working together on a research project; their common interest provided an important level of communication and peer-group support despite differences in background skills and credentials. The value of the peer support was strongly brought out in negotiations with the university in the students' efforts to solve the problems they faced as students in the classroom, as well as in the conduct of the research itself.

Our Phase I experience suggested that community-research skills are probably best learned when students are directly involved in the issues under study, and can draw on their experience and interest in their neighborhood. The teaching and learning of research strategies and techniques is more likely to be effective when tied directly to field work on a problem of common interest. This setting makes the experiential learning of research skills by those without formal education and credentials a practical matter. If colleges and universities were interested in training community researchers, then their programs will have to focus more directly on research skills training through specific research problems or issues of interest to their students. Liaison with the community organizations working on such issues would be necessary.

Our findings in the Phase I effort shaped our planning of the second year of the project. Initially, we had intended to conduct Phase I as a demonstration effort and then in the second year develop through our resources a model curriculum which could be adopted by colleges. As Phase I progressed, we became increasingly interested in developing a curriculum to respond to our Phase I findings and in coupling a demonstration to the proposed curriculum. As we began the process of curricular development we soon determined to revise our approach and test our findings in Phase II demonstrations: we too would use experiential learning as the process for developing the curriculum.

II. A CURRICULUM FOR COMMUNITY RESEARCH

Upon completion of the first year we assembled a task force to discuss the curriculum. The group included faculty members, representatives of community organizations and Phase I participants and staff, and reflected a cross section of social science disciplines: political science, sociology, anthropology, education, and research methodology. The task force was expanded to include representatives of community groups interested in participating in Phase II of our project. These meetings, between the curriculum task force and organizations, addressed educational needs and also the benefits participants might derive from Phase II. In its first meetings the task force identified essential research skills for community researchers and analyzed the practical needs of community organizations interested in doing community research. Members almost immediately agreed to stress competencies in research rather than traditional academic courses.

All task force participants concurred that basic skills--writing, speaking, computing, analyzing--needed to be addressed. This supported the Phase I followup responses, in which participants identified communication skills as a major need. Experienced professionals on the task force also identified, required research skills, listing:

- phrasing research questions
- redefining the feasible scope of questions
- operationalizing variables
- designing instruments
- observation techniques
- logic and use of evidence
- understanding concepts such as validity and reliability
- information coding and retrieval
- analysis of data and statistical findings
- presentation of findings
- implementation of findings

The task force agreed that research skills could best be related to concrete issues in which learners had an interest, and that the prerequisite technical skills should, therefore, be approached through a case- or issue-study approach. Both the community and academic people on the task force enthusiastically supported this strategy. A variation of the Harvard Business School case-study approach was suggested for the proposed curriculum. Instead of a case, a local issue would be selected for analysis. This would require students to research in depth a single problem, using it to move toward related general and theoretical understandings. Using a problemsolving approach, the issue orientation would provide students with insights into research methods, data gathering, the presentation of alternative solutions, and some understanding of the decisionmaking process.

The task force agreed that community researchers should be trained to sharpen thinking skills and reflective abilities and to develop investigative reporters' persistence in pursuing topics which initially yielded little evidence or discouraging information.

Following the introductory meetings, the task force held other sessions to define course strategies and refine materials for Phase II. It was assumed that all participants to be selected would have ongoing job responsibilities and that any program would be geared to a part-time schedule. Therefore, approximately 6 course-hours per term were planned: 2 hours being in-class time; 1 hour for a tutorial or small group session, and 3 hours of individual field work, special-project activity and research time.

The course outline was to draw upon the understandings and life experiences of the participants, all of whom were to be selected through community organizations. From the outset they were expected to act on their own information and beliefs, and to analyze and challenge these in increasingly sophisticated ways.

We anticipated that participants would initially hold conflicting views regarding the chosen issue. Throughout their experience they would be expected to discuss, debate, survey, interview, conduct library research, examine data, design instruments, collect and analyze statistics, analyze arguments, draw conclusions, determine what to do with the findings, and apply the learned techniques to the research issue under study. Their initial efforts in each aspect of their work would be examined and reexamined. While participants' starting skills might well lead to oversimplified hypotheses or error-laden initial results, these problems would be checked by a continual reworking of the specific issues they had selected. As increasingly complex research tools were introduced their research work would improve. The main strength of our approach was that students would employ sophisticated research techniques in hands-on ways and in situations where they would make immediate and practical use of skills acquired.

The approach called for a balance between the importance of the group and the need for each individual to conduct his or her own research. While the project was a group responsibility, the research techniques were to be selected and implemented by the involved participants. The quality of each student's initial effort would be analyzed by the group. Such an analysis would include each student's selection of a population to survey; the way in which he or she recorded the information received; how collected data were interpreted; and how findings were presented. The initial efforts would be analyzed, compared, refined, and repeated.

A similar procedure would be followed in conducting interviews. Students would interview a cross section of individuals holding a variety of views on the issue. They would draw upon a bank of information gained prior to the interviews in order to make sessions with these respondents work effectively. The methods of acquiring background information (e.g., use of research libraries) would be presented and fully explored by the group.

Students would be expected to obtain, analyze, categorize and compare aspects of the issue, and to meet with practitioners in the field. They would be expected to evaluate whether or not, and to what extent, viewpoints correlated with the role of each practitioner. They would determine what changes had occurred in the subject field, in what way these changes had been brought about, and why. They would demonstrate familiarity with the arguments of those who felt changes were necessary, as well as those who believed that, in general, the status quo was desirable.

In pursuing these activities, the participants would be expected to explore their doubts and to draw their own conclusions, to sift through data and to make use of existing methodological tools. They would identify their mistakes and correct them.

Finally, when students begin to reach some understanding regarding the role of the researcher and began to acquire the practical skills required, they would be expected, as a research team, to construct a research design on a topic of their own choosing, and conduct an independent research project.

This curriculum approach, developed by the task force, was reviewed at two levels: (1) by our staff, and (2) by a selected group of outside consultants who had extensive experience in community research. The final draft, as outlined above, provided the framework for the Phase II effort.

III. PHASE II

Whereas the Phase I effort used our community organization research project as the mechanism for establishing the group, no such structure was available in Phase II. Our decision to work with community organizations required discussion with several groups to ensure selection of appropriate participants, who were to be chosen with the understanding that their research was to be conducted as a community-organization effort.

The Selection of Participating Organizations

As a result of the initial discussions we held as part of the curriculum development, we originally targeted three organizations for participation. These were selected on the basis of interviews, expressed interest, analysis of their organizations, probability of peer-group support, and the race and sex of organization members.

Our purpose in selecting different types of organizations was to enable us to examine different approaches to the question of training researchers. The limitations of Phase I left us with a number of alternative models and the selection process was designed to incorporate these alternatives. The model closest to the Phase I experience called for initial contacts to be made with a community organization and then, rather than enrolling individuals in different programs, to place the entire group in a single academic program.

The second model was almost the reverse of this; it called for the initial contact to be established with the university, and then to have the university establish the liaison with the community organization. We assumed this approach would increase the university's commitment.

The third model also was a modification of the Phase I experience. In this approach, the academic work would be moved from the university to the organization. There a faculty member would teach the research seminar, although the students might be enrolled in a number of different programs at different universities. The original organizations selected to test these approaches were:

ORGANIZATION	MEMBERSHIP	STATED GOALS
ACORN Detroit chapter	racially mixed/ working class/ moderate to low income	political and social equity/community research
PROJECT GREENHOPE (New York City)	women ex-offenders racially mixed	counseling and other supports included education for successful societal interaction
TOGETHER BLACK WOMEN (New York City)	black/women	establishment of Community Resource Center as a supportive system for women and their families

Our negotiations with these three organizations all served to add to our analysis of the ability of community organizations to engage in research. We were able to establish programs with ACORN and Together Black Women, but Project Greenhope was unable to meet the requirements for participation. The two programs are described below.

Together Black Women - Grass-Roots Organization

Grass-Roots Organization (GRO) is an incorporated community organization located in the Fort Greene section of Brooklyn, New York. GRO was founded by seven women who were concerned about the lack of supportive services geared to the needs of the women in the Fort Greene community. Their initial goal was to increase and encourage discussions of community needs among the black women of their community. Many of these women were coping individually with socioeconomic problems common to a large segment of the community population. The initial unifying factor for the women of GRO was their anxiety about the inadequate day-care and public education facilities in their neighborhoods. However, they quickly broadened this early interest to include not only obstacles they needed to overcome as mothers, but those they needed to overcome as black women. As a result, over a period of time, the organization began to draw to it new participants; not only mothers but women without children and single women.

Grass-Roots Organization is now a community organization of 25 women, some of whom live outside the Fort Greene area. While they have not lessened their concern for adequate public education for children, their organization's long-range goal is to create a resource center to provide information, referral and shelter for women, particularly for battered wives and young women with severe family problems. It is this latter commitment to the resource center which involved GRO in the research to train women and minorities in research and development.

In April 1979, GRO was invited to attend an exploratory meeting at the Graduate School and University Center of CUNY. During meetings of the staff, curriculum advisors and members of GRO over a subsequent three-month period, potential research topics were discussed, curriculum needs analyzed, and scheduling determined. Regular classes were scheduled to begin on the last Saturday in October 1979. Participants agreed to attend two-hour Saturday classes for a period of five months. Field and library research would require additional hours outside of class time. Classroom sessions and related field-work activities were designed to implement and evaluate the Project Task Force's experimental curriculum for training in research methods. The curriculum was built on two core courses: Techniques for Studying Neighborhood Change, and Research Methods. The Neighborhood Change course was geared to acquaint students with the theories of urban and community changes, the historical perspective and the process of change and the analytical framework professionals use to understand the processes. The Research Methods course was designed to train organization members in presentation of research questions, data gathering and data analysis.

The field-work experience was separate and somewhat distinct from the classroom component of the curriculum. Individual field work, its scope and its depth, was dictated by the needs of the specific research topics and by each participant's time constraints.

The formal aspects of the curriculum included narrowing the research question to a manageable topic, questionnaire development, interviewing techniques, data gathering, arranging the data, and data analysis. In addition, the questions of developing research hypotheses and research bias were addressed. Other topics included the use and misuse of statistics, drawing of a population sample, mapping, and measurement.

At the onset, participants' field work experience was limited. However, by the end of the course, most of the women had acquired the confidence to approach decisionmakers for interviews. The research experience itself enabled them to appreciate the value of accuracy and attention to detail. This latter point was brought home to one participant struggling with the results of a hastily prepared questionnaire. Casual answers to ambiguous and misleading questions thus proved to be a compelling lesson to all for pretesting all instruments in the future.

Our strategy for achieving the maximum benefit from the research experience was to engage each member of GRO in a single aspect of the same research topic. As previously stated, GRO's long range organizational goal was to establish a women's resource center in the Fort Greene community. Their first priority was to provide a range of services to women who, as a consequence of divorce, abandonment or personal choice, were raising children alone. The organization required a body of information that would support its claim that the women in this category needed services not offered in their community. As a group they set about examining this situation under the broad heading Parenting: An Assessment of Community Support Systems. What followed was the preparation of four case studies, each with a similar focus on agency and institutional mechanisms for supporting or hindering the mother-child relationship in the family.

The research areas explored by our participants from GRO were:

(1) the extent to which a specific social-service agency identifies and took steps to investigate the battered child cases;

(2) the possibility that the quality of the mother-daughter relationship is indicative of the future incidence of teen-age pregnancies. (The intermediary in this case was a residence for for unwed teenaged mothers);

(3) the possibility that a child placed in a foster home in preparation for adoption benefits by retaining the conviction that he will at some time be reunited with his natural parents;

(4) the extent to which incarcerated youth in a local prison begin to view prison personnel as substitute parent figures.

The results of the GRO demonstration are generally positive. Operationally, class attendence and participation were good and the importance of the peer group was evident. Administratively, problems developed in the relationship between the university and the program in terms of arranging for tuition payments and appropriate academic credit. A meeting between the Dean of the School of Social Science and the principal investigator resulted in strong support from the administration for our program. Continued contacts between the project staff and New York University (NYU) established the number of class hours required and the maximum number of credits for which a student could register. Between the required classroom work and a field research project, it was determined that a student could receive six credits. Negotiations also resolved the certification of the faculty. A member of the NYU staff, selected by the principal investigator, taught the course jointly with the project's senior staff person.

The research that students conducted generally produced useful results. Two of the women used questionnaires as their principal means of data gathering; a third conducted interviews supplemented by participant observation; the fourth participant, however, was unable to start up her field research project. By the end of the term she had ceased to function as a member of the class. The other three women prpepared oral or taped reports on their research and wrote papers. In one notable case, a participant's field research caused the social service agency in which she was carrying out her research to reevaluate its own program. In addition, the study opened up avenues of inquiry not previously addressed. At present the information this participant's paper presented is being reviewed as background for a pilot study on the cause and effects of pregnancies among unwed teenagers.

One important result of the GRO experience is its validation of the of model curriculum approach that our staff developed and implemented. Instructors found it a sound approach through which to address community research issues; students felt that their participation in developing the research focus added to the value of the course.

There has not been sufficient time since the end of the project to follow-up on the GRO participants. The participants' backgrounds and the fact that some were enrolled in programs prior to the project suggest these women have the potential to complete college degrees. The impact of the research effort on the activities of the GRO is unclear, but it is anticipated that its aims will be more clearly focused as a result of the research activities.

ACORN

The ACORN experience reflects a slightly different approach. With GRO, organization members become participants; with ACORN the project staff adopted a strategy of developing an internship program which would have a specific research focus. The program was to be open to ACORN staff members, but interns from local colleges would also be able to participate.

ACORN was founded ten years ago in Arkansas as a constituent expansion project of the National Welfare Rights Organization. The mandate of ACORN was to build a "majority constituency" of low- and moderate-income people into an organization that could effect large-scale structural change in this country. By 1980, ACORN had expanded into 30 cities in 20 states and comprised over 600 local groups with a membership of 32,000 families. As part of ACORN's development process, it focused on a number of internal factors which affected its ability to meet its goals. ACORN was especially concerned with new leadership development because many of the senior staff did not come from low-income backgrounds and thus its ability to relate to other community institutions was limited. The internship program offered the opportunity both to train new leaders in field research as well as establish links with local colleges and universities.

Originally, we had intended to work in two ACORN sites; Austin, Texas and

Detroit. ACORN was uneasy about approaching the University of Texas, feeling that it was an "elitist" institution not responsive to the community needs. Consequently, ACORN established a set of criteria which the University of Texas would have to meet if ACORN were to build a relationship. These included:

(1) Provision of financial assistance to ACORN members and other low-income persons participating in the program.

(2) An emphasis on minority students.

(3) Research issues to be chosen by ACORN.

(4) Full participation of ACORN leadership in shaping the program.

ACORN staff met with University of Texas representatives from the departments of the Sociology, Government, Education, Latin-American Studies, the School of Social Work, and the LBJ School. The results were generally disappointing; limited support was expressed but even if a department wished to pursue a program it appeared that the Dean of Social Sciences would not be supportive. Since the administration did not seem responsive to ACORN's goals, the organization decided to pursue individual internships with interested faculty on an ad-hoc basis, independent of our program.

ACORN's Detroit chapter was less than two years old. The local leadership's concern was the recruitment and retention of minority staff. Though chapter membership was 70 percent black, the six-member staff had only one black organizer. The Detroit Executive Committee advocated heavy recruitment from student ranks at Wayne State University and Wayne Community College, with the stipulation that minorities and women be affirmatively recruited. Since the Executive Committee argued that many members of the organization already attended one of the local colleges, the project called for obtaining credit for those ACORN members who did research for the organization, and for establishing relationships with a number of universities for future research and recruitment. Both goals related to ACORN's desire to convert student researchers into permanent organization staff.

Organizers and leaders were able to contact faculty in four universities (Wayne State, Wayne County Community College, University of Detroit, and Mercy College), and arranged to speak to students in seven social science classes. Faculty members at Wayne County and Wayne State were particularly interested in the program and the department heads in Political Science at Wayne State and in the Human Services Program at Wayne County were willing to expedite admissions for ACORN members who wished to participate in the program.

Of the participants we selected, three were students at the University of Detroit (two graduate and one undergraduate), two at Wayne State, and one at Wayne County. All were black, almost all had two or more years of college; four were men; three, women; two were ACORN members. For personal reasons, however, both the ACORN members dropped out of the program before it started. Their places were assigned to other interns.

The academic work element of the program was conducted through the organization rather than through the participating universities. An organization member who had taught in a number of different universities and settings was responsible for conducting seminars for the interns. These seminars were focused on research methodology and program evaluation, and were based on materials developed as part of the core curriculum and used in the case-study approach.

Each intern was allowed to choose a research topic from among five general topics, and was required to spend 20 hours per week doing library and field research and developing campaigns with local ACORN chapters. If students performed satisfactorily in the field and produced a competent, useful piece of research, they would receive between 4 and 12 credits from their respective universities. The research areas included:

- allocation of Community Development Block Grant (CDBG) funds
- public transportation plans
- tax abatement programs
- urban renewal/displacement
- provision of free or reduced-price health care by private hospitals

Solid research on Community Development Block Grant distribution, public transportation, tax abatement programs, and the structure of the Democratic Party was produced by three students. As a result of this, ACORN was able to get a $7,500 grant from the Center for Community Change in Washington, D.C. to monitor allocations of CDBG money and to do a cost-benefit analysis of the effects of a proposed downtown automated transit plan on low-income neighborhoods.

An additional benefit of the Detroit experiment was the production of Action Research. Originally used as a tool to train student interns, Action Research has become a basic tool in the training of ACORN organizers.

Not all the outcomes were encouraging. Some participating interns did not produce a final research product. A great deal of ACORN staff time was spent directing students to where information could be obtained. In contrast to the Phase I results, students were reluctant to pursue non-library research--talking to legislative aides, program administrators, etc. When they did pursue these people, they were not trained to summarize the information they obtained for use by staff or leadership. Some students had only modest skill levels and were not used to gathering information to be used by an organization engaged in policy analysis. Finally, serious writing problems hampered the ability of the interns to produce usable written reports.

Calexico

The approach taken in Calexico was the third to be tested in Phase II. In this case, initial contacts were between the principal investigator and the Dean of the university, and contacts with participating organizations were initiated by university officials and project staff.

The project grew out of a conversation between the principal investigator and the Dean at San Diego State University extension in Calexico. This upper division unit of the University of California system is located in a Chicano community in the Imperial Valley. Although the college was organized to address their needs, little had been done to adjust the college curriculum to that community's interests. The administration, particularly the office of the Dean, recognized the potential of community research training as a means of meeting the needs of the local community and attracting new student populations.

Initial conversations in New York between the project staff and the Dean of San Diego State University extension at Calexico led to an exploratory visit to California by the principal investigator and other project staff. The Dean's office was asked to invite representatives of community groups representing a wide range of community interests, and set up a meeting to discuss participation in the program. Over twenty organizations sent representatives to a series of meetings over the two-day staff visit. Organizations contacted included grassroots and mandated organizations as well as mainstream national organizations such as the National Association for the Advancement of Colored People (NAACP). Organizations were invited to attend on the basis of their known community interests.

With the experience of two previous training sites to draw upon, we focused exploratory discussions to examine in detail the expected outcomes of the project. Among the subjects discussed were: the informational needs of the community groups; issues that might serve as research questions; the proven value to community members of being able to apply research techniques to a wide range of community issues; possible areas of inquiry; the importance of peer support; and field work as a part of the learning process.

Administrative discussions between staff and potential instructors explored the type and amount of credit each student would receive, materials, staff fees and instructional input, scheduling, and class size. The latter two points consumed considerable time because at the conclusion of the meetings with the community groups, a commitment was made to enroll at least 24 students in the class, far more than enrolled in the other two demonstrations. It was also evident that the university viewed our program as the beginning of a permanent one to be continued after the initial project effort was completed.

At the conclusion of the series of meetings, our project staff agreed to follow up with a recommendation for instructors (to be chosen from among the college staff), and with provision of curricular materials from our New York office, while leaving resolution of scheduling and final selection of participants (based upon criteria jointly established with the project staff) to the Dean and her staff. It was agreed that classroom sessions would be held at least once per week and that field work would be viewed as an integral part of the training process. Our New York staff agreed to provide support for additional teaching assistants because of the unusually large number of participants. Members of two organizations--the local NAACP chapter and the Mexican-American Political Association (MAPA)--were selected for participation, based on interest, connections and availability.

Discussions with members and others outside of the organization confirmed that the NAACP appeared to be the most effective group in the Calexico-El Centro area. This impression is substantiated in part by the fact that the NAACP leadership comprises the leadership in the black community at large, in addition to holding leadership roles within other community groups. The NAACP's concerns centered on political equity with regard to elected offices, inadequate delivery of services, and the meager employment opportunities for the black community.

MAPA is one of many active Chicano organizations in the community. It is affiliated with a larger Spanish speaking organization well-known in the western States and is primarily concerned with the political equality of Spanish-speaking Americans.

Like other Chicano groups located in Calexico and El Centro, MAPA has become involved with the Federal programs brought into the area. Accountability to the population from the network of overlapping Federal and State programs designed to provide employment and social services is among MAPA's prime concerns. Additionally, the social problems related to the extraordinary high level of Chicano student dropout rates are viewed as ever more urgent.

Although a few members of each of the participating groups were college students and others were employed in staff positions, with one or two possible exceptions none had previously participated in a research project requiring field-research activity.

All 24 students at Calexico were minority group members. Initially, half the class were Chicano and half were black. Of the 12 black students, 9 completed the course work. Slightly less than half of the original group of 24 were female; ages ranged from 16 to over 50 years of age; 3 members had some college experience; most were employed, with 3 holding staff positions in local government agencies.

As in the other two sites, the strategy for achieving the greatest benefit from the research experience was to engage each member of each participating community group in some aspect of the same research topic. Although all participants attended the same classroom sessions, each organization chose its own research issue, based on its own interests.

The NAACP's research issue arose from its concern for equity in social service delivery. Their primary focus was on the way in which existing social service funds were allocated between racial and ethnic groups, and the ways in which those funds were used.

MAPA determined that a major concern to the Chicano community was the early age at which its young people dropped out of high school. Whereas some community resources existed for the older youths, programs for 12 to 18 year-olds were virtually nonexistent. MAPA undertook a systematic enquiry into programs for youth, with the intention of documenting the gap between provision and need.

Each organization, with the advice of its instructor, determined that interviews with decisionmakers and agency personnel would yield the information necessary for an analysis of their research issue. The NAACP was most active in the field research, developing survey instruments for a wide range of community services provided at public expense as well as through private clubs, charities, churches and other private associations in the black community.

The weekly classroom sessions were designed to provide participants with a basic understanding of various research techniques, appropriate research theory, information on previous research related to the areas of concern, and with means to exchange and evaluate the research process. The classroom experience with its related field-research activities was the structural means by which the experimental curriculum in training methods was implemented. As in the other sites, the curriculum contained the two core courses: Techniques for Studying Neighborhood Change, and Research Methods.

The formal aspects of the course included determining the research topics, questionnaire development, training in interviewing techniques, data gathering, and data analysis. As in the other two demonstrations, regardless of the educational level of the participants, their field work experience was limited and their report-writing skills were underdeveloped. Participants' greatest difficulty appeared to be completion of the first interview. In Calexico, fully one half of the term had passed before the first interview was completed.

Class sessions indicated that participants became most heavily involved when the class separated into groups based on the research issues. The teaching assistants reported intensive discussions of the issues and research procedures. This supports the structure of our model curriculum, which called for a group emphasis on a research issue. Attendance at class sessions was initially high but decreased as the course continued. The NAACP participant group remained stable; however, the MAPA members dropped out by the end of the semester. Inquires by the Dean's office indicated that MAPA, despite its reputation in the community, was not a functioning organization. Those individuals who participated in the program had been recruited by MAPA specifically to take part in the research effort.

The MAPA experience was important; it strongly suggested that only established and functioning organizations can be relied on in a training program geared to training organization members. The establishment of a group simply to participate in the program is not a sufficient basis for success; the essential qualities of group interest and group support, integral to these efforts, are completely lacking.

Of those participants who completed the program in Calexico, most voiced an increased confidence in their ability to conduct interviews, structure research instruments, and to analyze raw data.

Project Greenhope: An Adjustment

As noted previously, we had initially intended to work with Project Greenhope. However, a number of problems prevented us from implementing a program. Our Project Greenhope experience highlighted a number of important variables which influenced the development and success of research programs and contributed to our program implementation with the other participating organizations.

Project Greenhope is a halfway house for women ex-offenders in New York City. The women, living in residences, generally lack employable skills, stable work experience, and adequate education credentials. They formed a group by virtue of their previous common residence, experience with the judicial system, and a common need for employment and education.

Our meetings with Project Greenhope staff member confirmed that residents had certain community needs unmet by the funding agencies that supported Project

Greenhope. The project's efforts to secure housing, employment and child-care services for the residents were severely restricted by lack of any research capacity to investigate if these resources were available, and if so, where and at what cost.

Our program participants resolved to develop a research question dealing with the economic and social services female ex-offenders needed to get onto a sound footing. These include safe low- to moderate-cost housing, child-care facilities, employment paying a living wage, and educational opportunities.

We held exploratory meetings at the Project Greenhope residence in an effort to involve as many Project Greenhope staff and residents as possible in the project. Of particular importance to the women were tuition support, aid in college selection, and access to faculty advisors. These we were prepared to provide on behalf of all became students in the training program.

Though our training staff established access to a community college with substantial experience in ex-offenders' vocational education requirements, the women of Project Greenhope did not follow through and register for classes. In view of the problem backgrounds of these women, we provided a psychologist to serve as a counselor. Initial arrangements were made for potential participants to register for the second and third quarters. Follow-through was again poor. One reason was the women's fear of colleges and institutions in general; another--and important one--was that participation in an academic program did little to meet immediate and pressing economic and personal needs. Though our staff did participate during the first month of the classroom sessions on research methods, this supportive practice could not be maintained because of other personal commitments.

This unsuccessful attempt to encourage continued participation by Greenhope women confirmed our original hypothesis about training in research skills as well as conclusions about the limitations of such training for certain groups. In summary, strong organizational and peer support is vital and program and participants' personal goals must be convergent.

The needed stable ongoing peer-support system was lacking in the Project Greenhope experiment. What seemed to be a unity derived from common experience was compromised by the relatively short period of time each woman lived in the Project Greenhope residence. Although certain staff members tried to foster an atmosphere of group support, group pressure is antithetical to the sponsoring agency that saw "negative" peer-group pressure as a causal factor in criminal behavior and "individualism" as a positive response to overcoming societal barriers. In other cases throughout this research, in both the demonstration and the development phase--when participation waned--peer-group support and encouragement was a valuable asset in getting the training efforts back on target.

Project Greenhope is administered by a religious order more comfortable with traditional methods of dealing with social problems. While the professional staff were receptive to the training project and its supportive package of services, the administration was less enthusiastic.

This suggests that established agencies and institutions are constrained by some inflexibility and traditional modes of operation. It also highlights the importance of working with self-initiated organizations; ones in which the participants meet together and share a set of concerns rather than an artificial organization created by an outside agency. Our experience with MAPA in Calexico also confirmed this.

In this research, community organizations have been and continue to be spurred to activism by issues. These organizations have more fully understood the potential empowerment that shared group training can bring about.

Finally, had the classroom instructors structured field-research assignments consistent with pertinent research issues (e.g., provision of housing for participants), the Project Greenhope women might have participated for a longer period of time. Yet, while one of our consultants valued field work over classroom study for its educational and experiential benefits, immediate tangible benefits for participants lay beyond the scope of the experiment; in any event, for the women of Project Greenhope that was only one of several possible impediments to greater participation.

An Analysis of Phase II Demonstrations

The results of implementation of the Phase II program generally supported our analysis of Phase I activities. However, the Phase II experience did serve to highlight the fundamental elements that any community-based research effort must have.

The most significant outcome of both phases was confirmation of one prerequisite: a common issue around which to build a community research program. In Phase I, with the research question determined by the ongoing research project, the commitment of the participants was questionable. In Phase II, the organizations chose the research topics; the result was a stronger research commitment by participants. The fact that both the organizations and the individual researchers were involved in the selection process enhanced the support mechanisms available to the researchers. The ACORN case, in which interns were brought from the colleges into the organization, highlighted this funding. These participants lacked strong commitment to the research topic, and the experience proved unsatisfactory.

In Phase II, as in Phase I, peer-group support proved significant. Group reinforcement proved significant in the selection of the research issue, participation in the formal class activities, and in the treatment of the research upon its completion. ACORN presented a contrast, as did MAPA. In both these cases, the group was established to participate in the research effort. The lack of involvement and commitment to the issue and the community resulted in the projects falling short of their goals. While the Phase I experiment also was artificial in that the research focus was determined outside the group, the participants had a longer experience (18 months as compared with a single semester), and while the group itself was not a community organization, all the participants were active in organizations with an interest in the ongoing research.

An appropriate balance between field research and classroom training is essential. While the participants generally evidenced a greater interest in conducting research than in classroom sessions, they required--and learned from--disciplined classroom training. It is essential, however, to make the classroom experience an integral part of the field-work effort, using it to teach the more formal skills and techniques used by researchers. The value of an emphasis on actual field research is not surprising; organization members are primarily interested in their neighborhoods and the academic aspect may be of secondary importance when compared with the impact the research may have on neighborhood or on their organization's ability to deal with problems effectively. By contrast, ACORN, which brought students into the organization to conduct research, found that the participants were more comfortable (and knowledgeable) with secondary-source research; a finding consistent with the idea that a strong neighborhood orientation results in an interest in the conduct of primary and field research.

While the teaching of research skills was a focus of this project, our experience suggests a strong need exists for basic skills training. We are convinced, however, that these skills can be taught as a part of the research training if the need is recognized and dealt with. The program participants were aware that the conduct of the research is not an end in and of itself. Nor, for many of them, has academic credit been a major concern. For many of them, the use to which the research is put was of primary importance. Generally, the publication and dissemination of research efforts required a level of communication skill that many participants lacked; this lack they recognized a major shortcoming. Our Phase II experience suggested that basic skills should not be considered independent of the research component. Rather, the participants came to recognize the need for improving their basic skills through the conduct of the research project. Consequently, their interest in and commitment to a basic skills course was heightened by its tie to a research effort.

The responses of the universities to the program have generally been positive. Most of the institutions contacted have arranged for credit to be given for work done under the auspices of the program. In some cases, the institutions have altered administrative regulations to facilitate operation of the program. However, with only a few exceptions (see next section), the institutions did not appear to have an interest in establishing relationships with community organizations directly. We consider this a major deficiency in efforts to train community researchers, and would encourage universities to have more involvement with such organizations. Such efforts would enhance university programs and do a service to the community.

Our conclusions on the importance of the universities in the program were also shaped by the participants' relative lack of interest in formal degree programs. Our original concept had been to stress acquisition of credentials; however, the participants themselves challenged the importance of credentials as a goal. It may be that less formal certification would be a more appropriate way of recognizing the skills of those trained in community research. It is also possible that research projects can--and should--recognize experience and be less concerned with credentials.

The outcomes of the project are not confined to the experiences of the individuals and the organizations in Phases I and II. The discussions so far have focused on the individual and organizational participants and the results of their participation. The other major outcome was the impact of the project on the academic institutions that were involved and the potential of those institutions for developing community research programs.

IV. INSTITUTIONS AND THE POTENTIAL FOR COMMUNITY RESEARCH

Over the course of the project we established contacts with a wide range of colleges and universities interested in adopting community-research training programs or courses. In some cases these contacts were limited to obtaining credit for one piece of research or one student, while others focused on the development of a community research program. Other contacts included those with nonacademic institutions which could carry on such community-research programs. In reviewing these contacts, we have placed them in one of the following categories: Placement of Individual Students (generally Phase I participants); Group Participation in Community Research (Phase II); Contacts with Alternative Institutions; and Other Contacts. Naturally, in a number of cases, institutions can be placed in more than one category, especially in cases where an initial individual contact resulted in a more extensive programmatic discussions.

A. Placement of Individual Students

As discussed previously, the Phase I program attempted to generate academic credit for program participants by placing them in existing academic programs which were supportive of field research projects. The primary staff function was to negotiate individual cases with the institutions rather than attempting to alter those programs.

The majority of the contacts in this category took place in the four site cities: Atlanta, Boston, Los Angeles, and New York. In addition in some special cases, arrangements were made in institutions outside these four cities to accommodate the needs of the participating students. Below is the full list of colleges in which Phase I participants were placed:

Atlanta University
Boston University
California State University, Dominguez Hills
City University Graduate Center, New York
Claremont College, California
Colorado College for Women
Georgia State University
Manhattan Community College, New York
New York University
Roxbury Community College, Massachusetts
Syracuse University, New York
University of Massachusetts, Boston
University of Massachusetts, Amherst
West Georgia College

For the most part, the colleges included in this list were willing to accommodate individual students within existing programs. However, three of the institutions are worthy of special notice.

California State University, Dominguez Hills. In many ways, Dominguez Hills has provided a model for the type of community research program we have been trying to develop. For the past eight years, the University has sponsored The Social Systems Research Center (SSRC), staffed and administered by undergraduate and graduate students. Its modus operandi is based upon the premise that the most effective way to teach students research skills is through an on-the-job training experience. Accordingly, students are engaged in working on actual research projects as well as attending a series of workshops which cover the essential steps in the research process. A typical student in the Center would initially be engaged in carrying out easily learned, routine research tasks; but, as that student gained experience and expertise, he or she would take on increasingly greater responsibility for the conduct of a research project and would eventually be expected to become the director or co-director of a project, assuming full responsibility for its administration and execution.

The Center, in one sense, is very much like an actual work situation; in another sense, it is like a sheltered workshop in that the students are expected to make, but are not penalized for, mistakes. Rather, as in our model curriculum, making mistakes is considered a part of the learning process.

During its existence, the Center has conducted research on criminal justice, women's employment, legal-aid studies, continuing education resource manuals for the State University system, housing, student academic loads, student attitudes, and academic advising.

The parallels between the SSRC program and ours are evident. Both assume it is impossible to teach research methodology successfully without actually conducting field research; both assume students must help select the research project if a successful learning experience is to occur. Additionally, Dominguez Hills serves a largely minority population and many of the research activities it undertakes off-campus reflect the students' interests in their neighborhoods. The SSRC is the best and most successful example of the type of academic program we proposed as a means of teaching community research.

In terms of the ability of the institution to adopt to the research needs of individual students, 2 out of the 14 stand out. The University of Massachusetts at Boston's Year-in-Action program was unusually responsive to the program goals. Negotiations between its director and our principal investigator resulted in an agreement that credit could be earned at the University of Massachusetts for research conducted in any of the site cities, assuming that adequate faculty supervision was available. While we did not pursue this arrangement as we were able to establish relationships with local institutions, the university's ability to sponsor field research and generate academic credit for work performed outside the university indicates the potential for such activities on a broader scale. Unfortunately in 1980 the university discontinued the Year-in-Action program.

The University of Massachusetts' program permitted undergraduates to obtain credit for work performed outside the university. We made a similar arrangement with Claremont College to support graduate students. Discussions between the principal investigator and the director of master's program in Public Policy resulted in an agreement that Claremont could accept students from any site. The public policy program required 30 credits for completion. Each student wishing to complete the degree program would be required to spend a summer session (6 credits) at Claremont, but the remaining 24 credits could be earned outside the college, including substantial credit for public policy research.

The three programs cited represent exceptions from the Phase I experience. In the remaining 11 cases, the Principal Investigator and project staff had to invest significant amounts of time in negotiating individual arrangements with existing programs to ensure credit for the field research. The Dominguez Hills SSRC represents the only total program directed at training community researchers. Our Phase II contacts represented a different approach to the institutions.

B. Group Participation in Community Research

As we moved into Phase II of the project, our focus changed significantly. At this point, we concentrated on developing relationships with colleges and universities which would accept a group of students rather than individuals, and which would offer academic credit for (1) a research seminar using our curriculum, and (2) for the research conducted as part of the class. During Phase II we were in contact with the following institutions:

City University of New York
LaGuardia Community College, New York
Mercy College, Detroit
New York University
San Diego State University, Calexico

University of Detroit
University of Texas, Austin
Wayne State University, Detroit

The Phase II demonstrations were carried out at three sites: Detroit, New York and San Diego. Four community organizations were involved: ACORN (working with Wayne State University, Mercy College, and the University of Detroit); GRO (working with New York University); and the NAACP and MAPA (working with the University of San Diego). At all three sites, students received credit for the research methods course that used our core curriculum. In Detroit and New York, the course was taught either off campus or in the organization. In San Diego, the course was taught on campus. The Detroit experience differed somewhat. Participating students were enrolled in three different colleges. This necessitated three different sets of administrative arrangements. As noted previously, the fact that the ACORN participants were not a group, but rather individuals brought together to perform a research task, appears to have limited the effectiveness of the program.

Phase II represents an expansion of the Phase I activities. Rather than negotiating individual cases, we negotiated group arrangements. In two cases instructors were chosen from our staff; in Calexico regular faculty were used. The provision of academic credit for our course even if taught outside the institution represents a significant program achievement. However, even this adoption of university programs can be called little more than an outreach effort. We were still restricted by having to finding existing compatible programs and supportive administrators.

Despite this limited success, we do see some potential for the development of community research programs. In our discussions at Wayne State, expressed strong interest in developing a community research track within the public policy program. Project staff and ACORN representatives met with representatives of the Political Science Department. Department staff members were extremely supportive of the program since many felt that more extensive involvement between the College and the community was necessary. The topics discussed included the possibility of establishing an interdisciplinary program in the social sciences. However, our Wayne State contacts felt that other departments would not be supportive and that the administration was not interested in developing new interdisciplinary programs. They emphasized that the Wayne faculty intended to remain in contact with ACORN to determine if potential funding existed for such a program. If so, a draft of degree requirements could be developed. Included in the requirements would be a community-research methods course which would be based on our curriculum. The Wayne State experience represents a positive and formal long-term prospect developed with a university during Phase II.

Not all the contacts we developed as part of the Phase II experiment were used or were workable. We previously discussed the failure to implement a program with Project Greenhope. As part of that program, the research methods course was to have been offered through LaGuardia Community College of the City University College. The College is known for its outreach activities and work with nontraditional populations. Administrators at LaGuardia were interested in working with Project Greenhope participants but were concerned about the ability of the participants to continue at the College after project supports were removed. Additionally, LaGuardia requires all students to take a placement exam. Arrangements were made for Project Greenhope residents to take the exams, but none followed through. While it would be too strong a claim to state that the exam represented a major barrier to Project Greenhope residents, there is no doubt that it reinforced the impression of "college" as a formal, intimidating environment in which Project Greenhope residents would not be welcome.

Two university contacts proved we were unsuccessful in generating agreements to support a demonstration. We have previously discussed the experience of ACORN with the University of Texas at Austin, and the barriers which existed at that institution. We also investigated the possibility of running the New York demonstration through the City University of New York bachelor of arts program. Originally, we had intended to work as much as possible with public institutions, believing that they would be more responsive to the needs of nontradional populations and recognizing the significantly lower tuition costs at public institutions. However, this program, though the most flexible, individually oriented program offered by the City University, proved unable to accommodate the GRO participants. Since the program offers no credit but rather draws on offerings of other City University campuses, it was unable to assure participants that academic credit would be available for the research methods course. Consequently, it was decided, in consultation with the GRO participants, that the program would be run through New York University.

The contacts developed during the Phase II experience were more hopeful than the ad hoc arrangements of Phase I. Our experience showed that institutions were willing to grant credit for field research and to arrange credit for courses which supported that research, even if the courses were taught off campus and, in some cases, by ad hoc faculty. Arrangements could be made for groups as well as for individuals. Such arrangements held great potential for organizations which seek to conduct research and wish to see the participants receive credit. However, the issue of whether programs focusing directly on community research can be developed and implemented remains unresolved, although the prospects appear dim. Additionally, the question of whether or not a complete degree program needs to be developed also remains unanswered; the need for a full degree program may be less important than the conduct of the research itself.

C. Other University Contacts

In addition to the university contacts described, the Principal Investigator and project staff were in contact with a number of other institutions. In some cases these contacts were efforts to accommodate participants. In other cases, the contacts developed out of conversations regarding the most effective way to develop training for community research.

In the cases of Pitzer, Morehouse, University of California at Los Angeles, California State and Malcolm King, our contacts were generally similar to our Phase I contacts, in which we negotiated individual arrangements for potential students within existing programs, or attempted to encourage the development of new community research programs.

Our San Francisco State College contact appears to hold some long-term potential. The School of Social Work is heavily engaged in field work; several faculty members indicated a strong interest in pursuing a community-research program with outreach to community organizations. The University of California system in which we also contacted the Santa Cruz campus, has a highly developed undergraduate and graduate community studies program. The program included many of the elements in our Phase II demonstrations, including on-site courses. Unfortunately, the State's 1979 budget vetoed all off-campus programs at the university. This budgetary cut, attacking a system previously most innovative in this area, suggests a continuing failure of the State to enable its universities to meet the needs of minority communities.

A second contact which holds some potential for developing a full program is City College. The City College program is interesting because it starts from a different premise. The College, in common with institutions of most higher education, is concerned about its declining student population. Additionally, though City College is located within a minority neighborhood, it draws proportionately few of its students from its immediate vicinity. Many in the community hold that the activities of the College are not relevant to the needs of the neighborhood.

Whereas most colleges attempt to attract new students by adjusting schedules, places of instruction, and redefining traditional majors, City College is considering the adoption of a community studies program to attract local students. The Dean of General Studies (General Studies students are, for the most part, working adults who attend classes in the eveing), is attempting to develop a program which would use community-based issues as a focal point for instruction. While discussions at City College are just beginning, the college is considering using community research as a program focus, (1) because of interest among currently enrolled students, and (2) as a vehicle for attracting neighborhood residents. While the City College approach does not exactly match our model in that it does not focus on community groups, it does have interesting potential. If the City College program is successful in attracting new students, other inner-city colleges may consider similar approaches.

Despite a general interest in the development of community studies programs, the potential for the implementation of such programs seems limited. Of the institutions contacted, only a handful appear genuinely interested in developing community studies curriculums. In those cases, interest is usually based on the activities of one or two individuals. Moreover, our experience has indicated that many community researchers are not interested in pursuing a full program but rather view the research as an end in itself. As a result, we attempted to identify institutions and structures involved in community research.

Alternative Approaches

Most of the academic programs reviewed so far have a traditional focus. However, a number of colleges offer alternative structures which might be more suitable to the research needs of community organizations.

Several discussions were held with staff at New York's Empire State College (ESC), an experimental unit of the State University of New York (SUNY). External degree programs offered by ESC offer real potential if the opportunity is taken to develop a program directed at community researchers. We suggested the use of our curriculum as a beginning added to the model of their labor colleges. Although our project has expired, we have agreed to work on the project with ESC staff in 1980-1981, and are hopeful that we can develop a program.

Extensive discussions were also held with the education director of District 37.* The topic was possible union development of its own college. Similar discussions were initiated with ACORN to explore the possibility of a large community organization, with branches throughout 19 States, establishing its own college--with an emphasis on community research. Such an institution could more appropriately serve its members needs. Thus, the organizational route may be the most productive route. We have agreed to continue to work with ACORN staff on this project in 1980 and 1981. As part of that same effort, we have been in touch with the Organization of Non-Traditional and

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*New York City local of AFCSME.

Experimental Colleges, Malcolm King and the College of Human Services in New York to identify the difficulties of program development and accreditation for such institutions. As indicated in our own report on non-traditional education, the task is not easy and funding is difficult to obtain. This is certainly an area in which Federal programming and support should be developed. The Fund for Improvement of Postsecondary Education is the only agency which has encouraged efforts in higher education of this kind.

We are convinced, however, that this approach best meets the needs of community people who can be trained as productive community researchers. If this program were to have a Phase III we would direct our attention to working with non-academic institutions to develop community research training as an ongoing function.

CONCLUSIONS

Over the past two years, we have experimented with four different approaches to training community researchers:

- using individuals from different organizations, engaged in a research project, and placing them in existing programs in a number of different institutions (Phase I);
- using a single organization as the basis of a research effort and relying on existing programs at different institutions (Detroit ACORN) with an established research curriculum;
- working with an existing organization, identifying a research issue, and arranging for group participation in a university program using a research methods curriculum;
- working with interested university representatives who wish to work with community organizations and allowing the university to establish contacts with the organizations (Calexico).

After developing and testing these approaches, we drew some significant conclusions. Our first finding is that many community organizations see a need for community research and are interested in training their members so that research can be conducted. In our conversations with organizations throughout the project, only a few organizations expressed no interest in pursuing research efforts. The recognition of the importance of conducting independent research as a way of influencing public policy is increasing, particularly in community organizations.

Our research also indicated that organizations have a strong interest in training members in organizational as well as research skills. Our previous research on community organizations identified organizational leadership as a key element in evaluating organization effectiveness; in fact, the strongest advocacy organizations were those which had a rotating pool of leaders. For the most part, lower-income organizations had not developed a cadre of potential leaders and their effectiveness was lessened by their reliance on one or two strong leaders. Consequently, we view organizational leadership training as a activity which can be combined with research methods training to provide an extra benefit to participating organizations.

Community research is best taught to a group. Our Phase I experience indicated that the group processes were extremely valuable and supportive for the participants. The group, however, should not be an artificially constructed group for the purpose of conducting a research project. Ideally it should be an established, functioning organization. As the Detroit ACORN and Project Greenhope experiences have shown, bringing in a group of interns who are not a part of the organization and who have limited commitment to community issues and/or research is not productive. Community researchers are not as concerned about acquiring academic credentials as professionals are; more thought should be given to alternative forms of recognition. Our experience has indicated that the research and the training are more valued, and appropriately so. Although participation in the research effort encouraged participants to become involved in academic programs or, if they were previously in a program, to alter their major focus towards community research, this was not a strong factor.

This conclusion leads us to suggest that community research training should be conducted through community organizations without the requirement of a tie to a university program. Our contacts with organizations have indicated that programs in the organizations which include both research and organizational skills training are much in demand. A center able to serve as a resource to organizations wishing to provide such training would appear to be more effective than relying on universities. Programs using curriculum materials such as those we have developed will better meet the needs of the organizations and their members than would academic programs. The ACORN program and the Empire State College, noted above, are reasonable examples of this approach.

On one level, the Dominguez Hills Research Center can serve as a model for universities that wish to train community researchers by involving them in research. However, in terms of the ability to work directly with organizations, with the academic program being of secondary importance, university extension programs appear to hold the most potential. A "University in the Field" could provide the best structure for teaching the type of program we have implemented; it would be based in the organization; it would rely on an interdisciplinary group of committed faculty; it would be tied to a university program for those who wish to continue their formal education; and it would have research output.

These conclusions represent what we see as the next phase in testing alternative approaches to training community researchers. Just as the Phase I experience resulted in the Phase II demonstration models, the Phase II results have served to indicate a more promising approach and a better defined set of outcomes. The change in focus from individuals and universities to organizations is the outcome of Phases I and II; the new organizational approach should be tested and evaluated.

APPENDIX A

CORE CURRICULUM

The core curriculum for community researchers emerged from two years of field experience in six communities in all regions of the country. It represents a synthesis of the thinking of social scientists and educators who served on the task force to design it and of field supervisors and students who participated in it's use.

The curriculum combines field work and course work within an issue oriented, case study approach. The specific issues to be investigated are defined by the participants in a given setting.

Regardless of the issue chosen, however, specific research skills have been identified which are related to that issue. These research skills include:

1. Investigation of individual and/or group research projects
    a. identification of the problem to be investigated
    b. development of working hypoteheses
    c. preparation of manageable research parameters
    d. outline of research strategies
    e. preparation of research instruments
    f. participation in research activities
    g. arrangement of research data
    h. analysis of research data
    i. presentation of research findings
    j. preparation of follow-up strategies wherever the research conducted has concrete implications
    k. participation in activities evolved from follow up strategies

1. assessment of the effectiveness of all aspects of the research and follow up activities

2. Exploration of the literature in the field which relates to the effective pursuit of community research such as:
   - a. Theories of Social Change
   - b. History of Social Movements
   - c. Analysis of Community and Neighborhood Change
   - d. Ethnography
   - e. Community Organizing
   - f. Political environment
   - g. Social behavior
   - h. Leadership
3. Supervised Participation in field work assignments within cooperating community organizations
   - a. meetings with organization supervisors
   - b. fieldwork observations
   - c. individual fieldwork assessments
   - d. group fieldwork assessments
4. Continual Emphasis on the Development of thinking, reading, writing, and computational skills
   - a. reporting skills
   - b. item analysis
   - c. public policy review

The course is composed of four major aspects:

1. Classwork: sessions focusing on the development of research projects and on the common practical and theoretical concerns generated by the pursuit of these projects.

2. Fieldwork: the pursuit of a number of individual and/or group research projects by each student over the course of the year.
3. Community Organization Placement: supervised work activities as they relate to the special research focus of the course.
4. Individual Conferences: regular sessions with individual students to pursue the specific needs of each student including on-going project assessment, reading, writing and computation skills and other appropriate activities as they are perceived by the instructor and the student.

Students pursue either their own individual research projects or join others in pursuing small group research projects. Often, several community organizations participate in one course. The regular individual conferences, which take place on a weekly basis, allow the instructor to deal effectively with the divergent interests such a situation may entail as well as to focus on specific student needs.

Class sessions allow the instructor to call upon the participants' experiences in different projects and organizations, in order to address common concerns such as the construction of effective interview formats, selection of sample populations or the development of survey strategies. The students are expected to define issues and to begin work on them immediately at the outset of the course. Then, as research problems occur which relate they can be addressed within a meaningful context. For example, the need for careful development of hypotheses or the problem of defining sample populations, can be pursued when student interest is high, when students perceive a need to learn appropriate skills.

This strategy makes two basic assumptions:

1. students learn best when they are involved or motivated.
2. students need experience in devising problem-solving strategies as well as in solving the problems perceived.

To illustrate this latter point it is only necessary to consider typical student experiences in the sciences. For the most part, experiments are devised to solve problems or to test hypotheses. The student's job becomes one of pursuing a prescribed experiment as it is set out by the instructor, not to devise the experiment itself. In the community researcher course, the key is to develop the ability to devise the experiment, not simply to follow instructions and to understand the example under consideration.

This approach can be illustrated by experience in New York's demonstration program. One student prepared a survey and proceeded to use it without consulting first with the instructor. The resulting data was difficult, if not impossible to interpret. This led the student to reconsider the survey format and the strategy employed to obtain the information, independently, as well as with the instructor.

Clearly, the instructor could have given the student help at the outset and the project could then have proceeded at a faster pace. By allowing the student to make mistakes, to become involved in a very practical, somewhat frustrating experience, however, the impact was much greater and the student's interest much higher. The acquired knowledge which grew out of the personal experience is likely to be more emphatic.

This example describes both the strength of the methodology and the difficulty in presenting a closed-ended curriculum. The curriculum is modular, though it seems sequential. Its success or failure depends, to a large extent, upon the instructor's skill in extrapolating from the sum of student experiences on a day-to-day, class to class, basis. As noted earlier, no single research topic is suggested. The initial session in which students are asked to define their own projects will provide sufficient immediate definition for the course to proceed.

At the outset, however, students must be made aware that the course expectations, the course standards, are stringent. Though pursued through a very flexible and practical case study approach, the course explicitly requires the development of predictable competencies. Students should be well aware of these competencies and in agreement with them from the outset. These include such items as the ability to:

1. conduct effective open-ended interviews
2. evaluate instruments
3. prepare hypotheses
4. analyze statistical data
5. present findings
6. conduct followup activities
7. prepare grant proposals
8. organize data
9. report interview material accurately
10. organize meaningful surveys
11. determine appropriate samples
12. analyze newspaper reports
13. analyze government reports
14. complete reports
15. prepare data tables

16. conduct library research
17. use primary source data
18. analyze secondary source material
19. function as a participant observer
20. make findings understandable to a wider lay community

Students will understand they are expected:

1. to become familiar with the literature in the field
2. to become adept at various research skills such as outlining
3. to know how to utilize major sources of information in their areas
4. to use libraries skillfully in pursuit of their goals, and
5. to understand such concepts as validity and reliability.

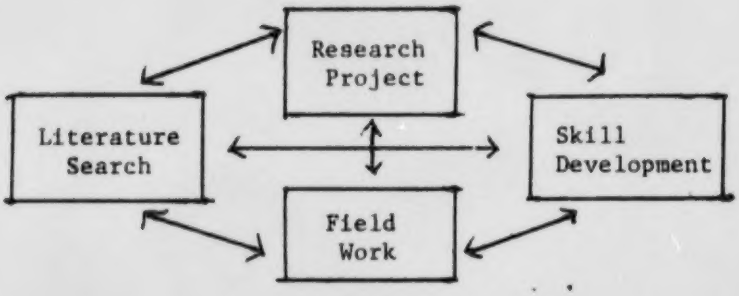
These competencies can be and have been approached from a variety of substantive directions in the demonstration efforts. For example, in Calexico, two separate groups of students pursued two group research projects. One pertained to youth services for Chicano youths, age 8-13, available in the community. The other analyzed the social services available in the community to aid those involved in substance abuse.

In Detroit the emphasis was action oriented and centered on one issue, that of tax abatement. How to ferret out information in this area became the Detroit group's major focus.

In New York, students pursued individual topics, though all those involved entered under the auspices of one community organization. The topics included a diagnosis of the followup activities available to battered children, an investigation into the relationship between the family and the existence of teenage pregnancies, an investigation of adoption theories and an exploration of the hypothesis that prison officials serve as surrogate parents to young offenders. The research into links between familial causes and teenage pregnancy has led to what is presently a reevaluation of policies within one major adoption agency. Another project has had quite a different response. In the youthful offenders study, the reluctance of officials to participate shifted the focus of the student's efforts from the topic itself to the strategies required to induce members of bureauracies to participate in sensitive independent research activities.

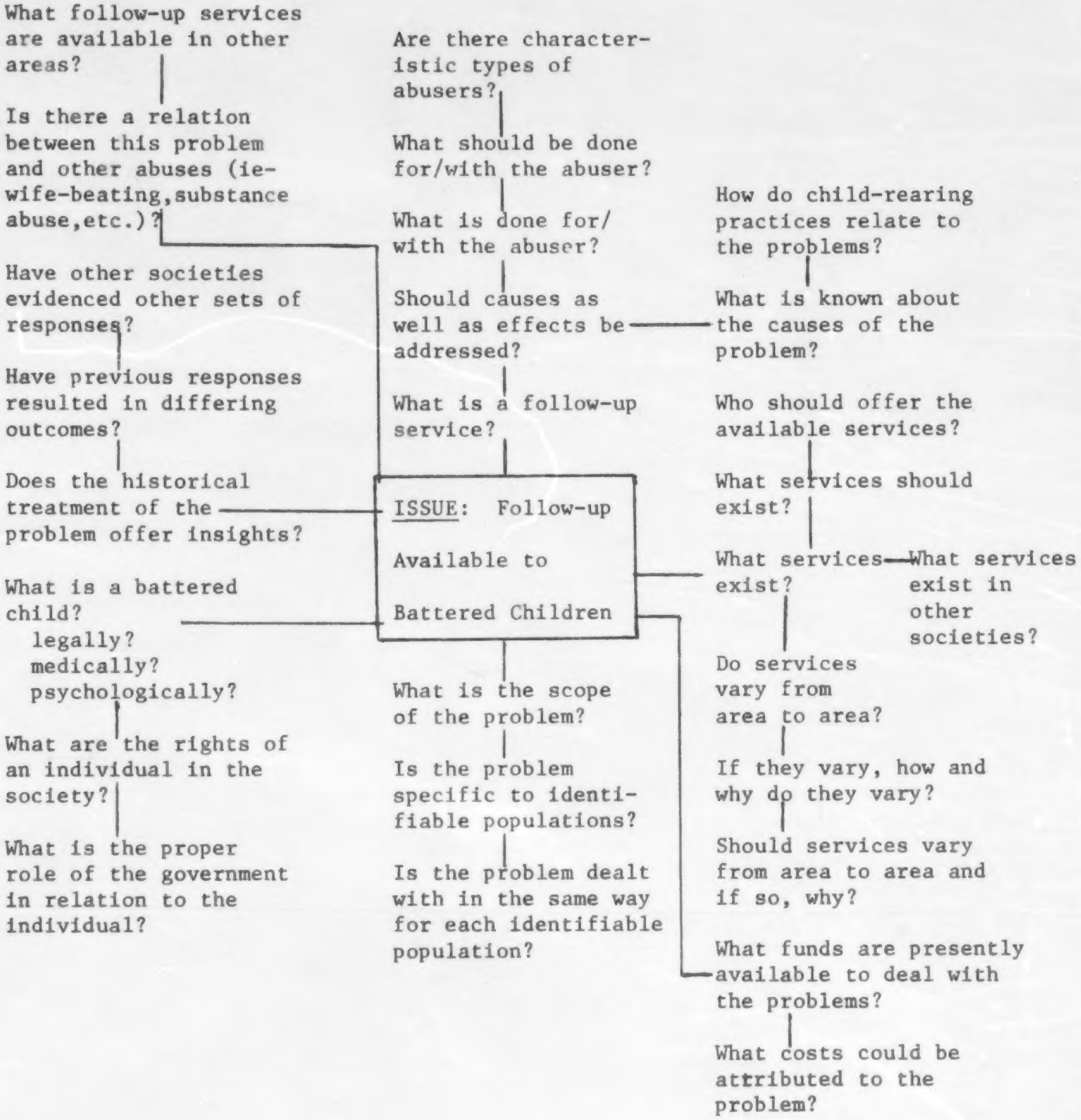
Not only can different competencies be addressed at different times, but each aspect of the course is integrally related to the others.

The following chart illustrates the inter-relationships between the various course activities.



Attempts to predetermine specific course sequence will in all probability lead to what are inappropriate juxtapositions; rather, the instructor must serve an essential role by relating appropriate aspects of the course at the proper times.

If, for example, the participants were to define "Follow Up Services available to Battered Children" as the issue to be addressed (as one New York group did), the following flow chart could be used in order to anticipate research possibilities:



What follow-up services are available in other areas?

Is there a relation between this problem and other abuses (ie-wife-beating,substance abuse,etc.)?

Have other societies evidenced other sets of responses?

Have previous responses resulted in differing outcomes?

Does the historical treatment of the problem offer insights?

What is a battered child?
  legally?
  medically?
  psychologically?

What are the rights of an individual in the society?

What is the proper role of the government in relation to the individual?

Are there characteristic types of abusers?

What should be done for/with the abuser?

What is done for/with the abuser?

Should causes as well as effects be addressed?

What is a follow-up service?

ISSUE: Follow-up Available to Battered Children

What is the scope of the problem?

Is the problem specific to identifiable populations?

Is the problem dealt with in the same way for each identifiable population?

How do child-rearing practices relate to the problems?

What is known about the causes of the problem?

Who should offer the available services?

What services should exist?

What services exist?

What services exist in other societies?

Do services vary from area to area?

If they vary, how and why do they vary?

Should services vary from area to area and if so, why?

What funds are presently available to deal with the problems?

What costs could be attributed to the problem?

To pursue these possibilities, the instructor would utilize any of a number of activities including:

1. interviews
2. surveys
3. site visits
4. library research
5. audio visual illustrations
6. simulations
7. speakers
8. newspaper file searches
9. photo documentation
10. reading assignments
11. lectures
12. role plays
13. oral histories

In short, students learn by doing, they apply and reapply concepts and skills in case study situations, learning through their successes and failures.

In one way, this methodology will be a disappointment to some participants. While students and/or the organizations to which they belong may expect to conduct significant research from day one, it is clear that the emphasis of the year's experience must be on the development of the participants skills, not on the production of sound research studies. For learning to occur, mistakes must be tolerated. There is much to be gained by analyzing why a particular strategy or instrument failed and the curriculum is geared to utilize these experiences rather than to generate immediately useful research outcomes.

While the thrust of the curriculum is geared to involving students in increasingly skilled research work, it is clear that for such work to be meaningful, students must be able to place this research within a more general framework. They must be familiar with a considerable body of theory and, in this particular effort, with understandings concerning communities, politics and community organization.

Reading, writing and computational skills are also viewed as crucial and are addressed on a practical, continuing basis as the need arises.

The main emphasis of this approach to the development of community researchers, however, is placed on the participants' problem-solving abilities. Wherever possible students are asked to make decisions and to assess the results. The instructor's role is to ensure that original definitions, operating strategies and procedures are continually reassessed.

This approach is particularly valuable in supporting those individuals likely to become involved in any community research program. Those who gain access through their membership in community organizations or through their activism in community affairs are likely to be individuals with specific interests who have reasonably well defined agendas. The flexibility of the curriculum is a major asset which allows the specific interests represented to be pursued in depth. The format is expressly designed to suit the needs of groups from community organizations, not single individuals or traditional college classes. Theoretical understandings are approached inductively. General concepts are related directly to case study situations.

A considerable amount of repetition occurs as students conduct several research projects during the course of the academic year. As the year progresses, however, the level of expectation for student work rises. For example, students conduct numerous interviews during the year. What is acceptable as an interview early in the year is very likely to be rejected as unacceptable, both by the student and the instructor, later in the year.

As presented for institutional purposes the curriculum comprises half of a full-time student's program. It can be presented in two semesters for a total of 16 credits. Although modular rather than sequential, as described earlier, the curriculum can be outlined as follows:

I Selection of Research Issue (or issues)

II Development of Research topic (or topics)

III Establishment of field site placements to support a case study approach

IV On-going analysis and review of data produced from all sources

V Preparation of research findings

VI Policy planning and possible implementation of action strategies based upon the research findings

Regarding the curriculum's non-sequential format, it is significant to note that, in six different communities around the country, the issues chosen required the aquisition of common, identifiable competencies. Despite the fact that dissimilar topics were pursued, that the stress given to any one specific skill varied and that the sequencing of activities differed, the outcomes in terms of the development of research skills was strikingly similar. Thus, the curriculum described here has proven flexible enough to meet local needs while, at the same time, maintaining rigorous academic standards.

APPENDIX B

FUNDING FOR COMMUNITY RESEARCH AND COMMUNITY RESEARCHERS

Introduction

This handbook provides an introduction to the types of individual and organizational sources of support which may facilitate the development of community research capabilities.

The handbook grew out of a recognition that community research and the training of researchers require resources that generally are not available in minority neighborhoods. In our contacts with community organizations and researchers, we recognized that the types of resources available for community research existed through a number of sources, but were not known or readily available at the neighborhood level. We therefore decided to develop a guide to funding sources for the community researchers in our project. This report is an outgrowth of that effort. Sources of funding change continually as new sources are added and others close down. The sources listed in this guide were active during fall 1979 and spring 1980.

In many cases, obtaining funding requires the development of a formal proposal. It is important to remember that the act of developing such a proposal is itself a training exercise. Organizations will likely be required to identify both problems and resources in their neighborhoods as part of their proposal. The proposal may also require contacts with other organizations in the neighborhood.

We have emphasized the role of community organizations in the funding process. In the research and demonstrations we have conducted, it has been our experience that a group or organization structure provides a strong support structure for community research activities. We would encourage organizations to seek funding as well as to assist the individuals in the organization to obtain support for their individual educational careers.

Finally, we would address the organizations, especially government agencies, that provide support for community research. Our research has shown that the best mechanism for conducting community research, training individuals as researchers, and more broadly involving the community in the research process is the use of community organizations. We encourage agencies to recognize and enlist the talents of community organizations in the conduct of community research.

FUNDING SUPPORT FOR COMMUNITY ORGANIZATION

This section covers public and private sources of support for community organizations that may, in one form or another, provide aid to community research activities. In most cases these agencies will give funds to pay for all or part of a specific project or activity rather than give general support to the organizations. It is therefore often important that community research activities be planned with the basic logic of a project in mind, even though some or all of the community research activities will eventually be integrated into the organization's continuing work.

FEDERAL FUNDS FOR COMMUNITY ORGANIZATIONS

Through the federal government, community organizations can receive both services and funding to carry out a variety of activities. To obtain services, the community organization should call the appropriate department or agency to find out what procedures are used in giving assistance to local organizations. A formal letter requesting assistance may be required.

To obtain funding, community organizations must submit project proposals under the funding categories created by the federal government. While federal priorities and local priorities do not always match, there is often an area of overlap that permits organizations to receive assistance from the federal government to meet some of the needs as they are defined in Washington. When applying for funds it is important to recognize that the federal government is less interested in knowing that you have a worthwhile project than in knowing how your project meets the needs that Washington feels most committed to meeting.

Project proposals must be submitted under specific funding categories or programs in response to what is called a "notice of closing date." This means that you must submit your proposal by a given deadline date for that program so it may compete for funds with others under the same category.

To receive application forms and instructions, call or write to the appropriate federal agency, telling them the name of the program under which you want to apply. They will send you an information and application packet containing:

1. a Dear Colleague letter explaining the contents of the packet,
2. the Notice of Closing Date for Transmittal of Applications -

This is an invitation for proposals to be submitted under a particular program, and includes

a. a brief statement of the purpose of the funding program

b. instructions for delivering the proposal to the appropriate office in Washington

c. funding priorities

d. reference to the general federal regulations governing the program

e. the name, address, and telephone number of the person to contact for more information.

3. Rules and regulations for the specific program under which you are applying, and the criteria for evaluating proposals submitted for funding. This section, written in fairly technical language, contains the information you will need to know to assure that your program is in line with federal priorities, and that your proposal includes all the necessary information for a fair and thorough evaluation. In some cases there will be a breakdown of the evaluation criteria that gives the point-value of each aspect of the program used by the readers who will evaluate and score your proposal.

4. Application forms which must accompany your proposal and the instructions for filling them out.

Some information packets also include "reminders" for applicants or a list of the common features of programs that have received funds in the preceding year.

If you do not receive the packet within two weeks, call to remind the agency of your request. Time is very important because proposal information is usually released only 6 to 8 weeks before proposals must be submitted.

Then you must write your proposal! The Office of Education publishes general regulations that apply to all the programs they fund.* This document includes a section titled "Application Contents", describing what should be found in every proposal. While other federal agencies have not published similar comprehensive general guidelines, the format used for education proposals is a fairly standard logical outline.

A. Project purpose - This is a statement of what your project is and why it is significant. Particularly important is this section is a description of the need for your project. How you describe and define the need (or problem) must then shape how you define your project.

B. Project description - This section tells the readers what you intend to do and how. It is divided into

   1. objectives you will have to achieve in order to carry out your project. These objectives must be related to the general need described above, and they must be realistically reachable within the scope of your project. You should also specify when each object will be met during the period of funding.

   2. activities you will carry out to meet each of the objectives. These activities should be concisely and briefly described, naming (by position title) whenever possible, key project personnel who will be involved.

   3. performance measures that will establish that each objective has been met.

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*Education Division General Administrative Requirements - EDGAR

C. Timeline - This is a simple chart which divides the project period into months (or half-months) and tells when activities are expected to begin and end.

D. Key personnel - This section describes the staff of your project. If those persons are already part of your organization, include a brief description of the responsibilities for each project position and the resume of each staff member involved. If staff will be hired when the project begins, give a description of the job qualifications instead of the resume.

E. Resources - This section describes what resources your organization can bring to the support of the project. This generally includes your facilities (offices, meeting rooms, etc.) and your equipment and supplies.

F. Evaluation Plan - This is a description of how you will assess whether or not your project is meeting the objectives you have set forth, as well as the more general need that you have described. Evaluation can be both formative (on-going and for the purpose of adjusting activities to make the project work as well as possible) and summative (at the end looking back and assessing overall performance).

G. Capability - This section describes how and why your organization is capable of conducting the proposed project. Successful earlier work, especially when it develops skills and resources that will contribute to the effectiveness of the proposed project, should be described.

H. Budget - In addition to filling out the pre-printed budget forms, you should include a budget which describes what each sum of money will buy.

Despite the formidable appearance of the federal funding materials and the outline for a proposal, it is not impossible to get money from the federal government. Do not hesitate to call the contract person named in the "Dear Colleague" letter for explanations of the regulations and precedures. Do not feel that you have to write in "grant-ese"; simple, clear, straightforward English is not only more than adequate, but it may also be a positive relief to readers. Conversely, artificially inflated language conveys the impression that you are trying to make your project sound better than you think it is.

A very useful publication to consult about the funding "business" is Stalking the Large Green Grant: A Fundraising Manual for Youth Serving Agencies, published by the National Youth Work Alliance. (Write to the Publications Office of NYWA at 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. The book costs $8.50) While the focus of the book is on money for youth activities, the first half of the book is an excellent discussion of "grantsmanship," and provides a valuable orientation to the world of federal and state funding. Also see The Catalogue of Federal Domestic Assistance. This publication, available in most libraries is published every two years. It outlines each Federal program, the sponsoring agency, purpose and eligibility requirements.

The following list of agencies provide services and funding for community organizations that may support community research-development projects. It is difficult to specify exactly how much money is available through each program. The initial legislation creating a program specifies the amount of money to be spent on it, but separate legislation is required to appropriate the funds to pay for what the government has decided to do, and less money is usually appropriated than specified in the original legislation. It is then frequently the case that less money is actually spent on the programs than appropriated (unless you happen to be in the Defense Department!). In addition, funds set aside by Congress also pay for the costs of administering the program from Washington, again reducing the actual amount of money which will reach the local level.

The best source of information about new government programs that might provide support for community research development projects is the Federal Register. This document is published almost daily, and details virtually everything important that is done by the Executive Branch of the federal government, which includes all the departments that give out funds). It is difficult to read at first, but once you get the knack, it is not only a source of valuable information, but can give you a sense of where the funding priorities are moving over time. It costs $75 per year (a bargain when you consider that it is printed on enough paper to heat your house in the winter), and can often be found in public libraries or in municipal offices. (Write to the Superintendent of Documents, U.S. Printing Office, Washington, D.C. 20402.)

DEPARTMENT OF AGRICULTURE

Community Development Program	Provides technical and planning assistance to community groups for education programs designed to address community needs.	Director of Cooperative Extension or Federal Extension Service Room 5044 Department of Agriculture Washington, D.C. 20250 (202) 447-6283

DEPARTMENT OF COMMERCE

Technical Assistance Program	Provides services and grants for surveys and feasibility studies in economic development to individuals and nonprofit organizations.	Economic Development Administration Department of Commerce 14th and E St., N.W. Washington, D.C. 20230 (202) 377-5113
Special Projects Program	Provides assistance to local groups to develop proposals for the Economic Development Administration program, and grants for economic feasibility studies.	Economic Development Administration Department of Commerce 14th and E St., N.W. Washington, D.C. 20230 (202) 377-5751
Technical Assistance Grants	Provides grants to public and private nonprofit organizations for planning, including research related to economic development.	Office of Governmental and Public Affairs Department of Commerce 14th St. and Constitution Ave. Washington, D.C. 20200 (202) 377-3263

COMMUNITY SERVICES ADMINISTRATION

Community Action Economic Opportunity Act of 1964, amended	Provides funds for locally developed programs such as job development, vocational training and adult education, and direct employment.	Assistant Director for Community Action Community Services Administration 200 19th St., N.W. Washington, D.C. 20006

DEPARTMENT OF EDUCATION

University Community Services (Higher Education Act)	Provides funds for continuing education programs and statewide systems of community services based in colleges and universities.	
Community Services and Continuing Education Program (Higher Education Act)	Provides funds to encourage colleges and universities to assist in solving community problems by strenthening their community service programs and recombining existing educational resources.	
Community Education Special Projects Act (Title IV)	Provides funds for educational and community services to meet community needs. Applicant must cooperate with other community organizations and local government agencies. Also provides funds for related information dissemination.	

DEPARTMENT OF EDUCATION (continued)

Community Education Program (Community Schools Act)	Provides funds for local educational agencies to initiate, expand, or maintain local community education programs; for state education agencies to provide developmental and technical assistance to one or more local community education programs; and to institutions of higher education to provide short term training opportunities in community education.
Environmental Education Program	Provides funds for research and pilot projects that develop educational programs to deal with man's relationship to his environment. Includes areas such as urban and rural planning, population, and pollution as program topics.
Sex Equity Amendments to the 1964 Civil Rights Act (Title IX)	Provides funds for demonstration projects to eliminate sexism in education, with a focus on the most resistant problems (i.e., discrimination against minority women or disabled women). Does not fund profit making groups, and is favorably disposed to fund consortia of women's groups.
Women's Educational Equity Act	Provides grants and contracts to public and nonprofit organizations (and some individuals) to develop and disseminate materials on educational equity; to validate new educational programs and training models, and to do research on educational equity.

DEPARTMENT OF EDUCATION (continued)

Special Services for Disadvantaged Students	Provides grants to institutions of higher education to provide financial counseling, tutoring, and other supportive serivces to disadvantaged students (including physically handicapped students).
Reading Academy	Provides grants and technical assistance to nonprofit community organizations and institution of higher education to improve reading instruction for 16-18 year olds.
Vocational Education Program Improvement and Supportive Services	Provides funds to the states for the improvement of existing vocational education program and the development of new programs; to research innovative curriculum development and programming in vocational education, and guidance and counseling in vocational education.
General Educational Provision Act - Educational Research and Development	Provides funds for demonstration projects in education and career education, and training of personnel in educational research.
Training for Higher Education Personnel (Higher Education Act - Title V-B)	Provides funds to assist persons from culturally deprived backgrounds to become faculty or staff persons in higher education.
Fund for the Improvement of Postsecondary Education	Provides assistance for the design and implementation of innovative programs in higher education; to comprehensive projects on subjects related to current or prospective student populations in postsecondary education.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

Community Conservation Research	Provides support for research in neighborhood change and techniques to preserve neighborhoods.	Division of Community Conservation Research Department of Housing and Urban Development 451 7th St., S.W., Room 8146 Washington, D.C. 20410 (202) 755-7335
Community Development Black Grants	Provides block grants to nonprofit organizations, neighborhood nonprofit groups, and local communities to pursue a wide range of community development related activities under priorities determined by local authorities.	Community Development Area Director Department of Housing and Urban Development 451 7th St., S.W., Room 7182 Washington, D.C. 20410 (202) 755-6587
Livable Cities Program	Provides grants and other assistance to neighborhood organizations and other nonprofit groups for artistic projects in neighborhood revitalization	Livable Cities Program Department of Housing and Urban Development 451 7th St., S.W. Washington, D.C. 20410
Neighborhood Self-Help Development Program	Provides grants and other assistance for neighborhood organizations of low and moderate incomes in housing and community development projects.	Neighborhood Relations Division Department of Housing and Urban Development 451 7th St., S.W. Washington, D.C. 20410 (202) 755-7940

DEPARTMENT OF JUSTICE - LAW ENFORCEMENT ASSISTANCE ADMINISTRATION

Community Anti-Crime Program	Provides funds and technical assistance for neighborhood anti-crime projects - i.e., residential security education project, juvenile counseling services.	Law Enforcement Assistance Administration 633 Indiana Ave., N.W. Washington, D.C. 20531

DEPARTMENT OF LABOR

Women's Special Employment Association	Provides funds for technical and advisory services to enhance the participation of women in the workforce. Funded projects include training, counseling, guidance continuing education and daycare.	Women's Bureau Office of the Secretary Department of Labor 601 D St., N.W. Washington, D.C. 20213
Comprehensive Employment and Training Act Program (CETA)	Provides funds for job related training of Indians and other native Americans, nature workers, migrant workers, and those with limited English speaking ability. Also provides funds for the development and dissemination of labor market information, research and development, training and technical assistance to	Regional Employment and Training Office U. S. Department of Labor Washington, D.C. 20213

NATIONAL ENDOWMENT FOR THE ARTS

Education Programs	Provide matching funds for community groups for programs designed to involve all ages in artistic activities beyond those usually found in the school environment.	Education Program National Endowment for the Arts 2401 E St., N.W. Washington, D.C. 20506 (202) 634-6361
Architechtural Planning and Design Program	Provides matching grants to promote excellence in research and planning community project such as neighborhood conservation; and design project fellowships to individuals for projects of use to the community.	Architechtural Planning and Design Program National Endowment for the Arts 2401 E St., N.W. Washington, D.C. 20506 (202) 634-4276

NATIONAL NEIGHBORHOOD REINVESTMENT CORPORATION

Neighborhood Preservation Projects	Provides demonstration grants for projects of national significance in neighborhood preservation strategies, particularly those involving partnership of public and private residents.	National Neighborhood Reinvestment Corporation 1700 G St., N.W. Washington, D.C., 20036 (202) 377-6362

PRIVATE SOURCES OF ASSISTANCE TO ORGANIZATIONS

In 1978, private foundations contributed more than $2 billion to "charitable causes", and corporations contributed another $2 billion. Community organizations or institutions that want to develop individual community research programs may find financial support from some of these foundations and corporations.

Foundations

Private foundations generally work by providing financial assistance for specific project activities within a defined area, and many prefer to support a portion of a project that has already established itself rather than support the development of an entirely new project. Funds to support projects in the area of women's issues are commonly available now, and particularly so for those projects which counsel and train women for employment in non-traditonal employment fields. Innovations in education and urban and cultural affairs are also supported. Education programs have been, in the past, heavily supported by private foundations.* Funding priorities shift, however, and what may be a very "fundable" project one year will have difficulty securing aid the next. In addition, most private source funding for local organizations, by such foundations as Mott, Rockefeller and Ford, are directed toward programs that may have national impact. Your should request each foundations annual report (it is called a 990-AR) in which you will find a listing of the projects funded in the preceding year, and how much money was given to each project. Most annual reports also contain a statement of priorities for making funding

*The top ten foundations give 90% of the money disbursed by private foundations, of that amount almost 30% have gone to support educational programs. Very little has gone to nontraditional groups, the bulk of such funds are given to professional organizations.

decisions. These will help you decide both what kind of project to propose and how best to present it so it clearly falls within the interests of each foundation.

Private funding sources often have procedural requirements for proposals or requests for support, and your proposal may not even be read if you do not conform to the required format. It is essential, therefore, that you contact the office or officers who are responsible for receiving proposals to find what each funding source requires. In addition, these personal contacts can often yield valuable information about changes in funding priorities or preferences for programs that are not described in the annual reports. Do not hesitate to ask if your program may be of interest to the funder - a positive response does not guarantee success, but a negative repsonse will save you time and effort where nothing can be gained. Some times the contact persons can suggest other sources to pursue more appropriate to your interests.

The usual proposal to a foundation should be as brief and clear as possible. It should begin with a concise description of your project and why it is important, both in terms of the general issues which create the need for the project, and in terms of its expected impact and outcomes. The proposal should also include a brief description of your organization and its capacity to conduct the project, as well as a detailed budget. This can usually be accomplished easily in five to ten pages.

The following list of funding sources is not exhaustive, smaller foundations and corporations operate within limited geographical areas. The Foundation Center, a nonprofit research library that gathers and publishes basic information on private foundations, corporate contributors and community foundations, has eighty regional collections which list local funding sources.

These collections are usually located in public libraries where you can do basic research on prospective grant makers free of charge. The New York office of the Foundation Center is located at 888 7th Avenue, New York, New York 10019, and will send you a free list of its main offices and collections. The Center also published brochures to help you learn how to get funds. Two that are particularly useful are "What Will A Foundation Look for When You Submit a Grant Proposal?" by Robert A. Mayer, and "What Makes a Good Proposal?" by Lee and Barbara Jaquette. Up to five copies of these brochures are free; more than five cost 10 cents each. Also ask for other free information that may help you get started - the Foundation Center was created to serve people who need private resources to support their work.

FUNDING SOURCE	GENERAL AREA OF CONCERN
CARITAS FUND c/o Nathaniel Field & Co. 575 Madison Avenue New York, New York 10022	-Higher education
EXXON USA FOUNDATION 800 Bell Street Houston, Texas 77002	-Select local community projects -Educational projects
THE FORD FOUNDATION 320 East 43rd Street New York, New York 10017	-Grants primarily to institutions for demonstration projects -Educational quality and opportunity including alternative approaches to learning -Research in equal opportunities for women -Increasing educational opportunities for minorities
FOUNDATION FOR THE NEEDS OF OTHERS, INC. 30 Rockefeller Plaza, Suite 3600 New York, New York 10020	-Higher education at local levels

INTERNATIONAL PAPER COMPANY FOUNDATION 220 East 42nd Street New York, New York 10017	-Demonstration projects with national impact -Career development for minorities and women -Community and cultural affairs
EDGAR J. KAUFMANN CHARITABLE FOUNDATION 1610-1611 Carlton House Pittsburgh, Pennsylvania 15219	-Higher education including minorities -Urban problems
W.K. KELLOGG FOUNDATION 400 North Avenue Battle Creek, Michigan 49016	-Educational pilot projects -Priorities-education of youth -adult learning
MONTICELLO COLLEGE FOUNDATION The Evergreens Godfrey, Illinois 62035	-Programs for women
J.N. PEW CHARITABLE TRUST c/o The Glenmede Trust Co. 1529 Walnut Street Philadelphia, Pennsylvania 19102	-Higher education-including minority education -Community funds
HELENA RUBINSTEIN FOUNDATION, INC. 261 Madison Avenue New York, NEW York 10016	-Education -Woman and child welfare
XEROX FUND Xerox Corporation High Ridge Park Stanford, Connecticut 06904	-Grants to colleges and universities for minority education

Corporations

Corporations have as much money to give as do foundations, although getting that many is a bit more complicated. This is partly because the information about which corporation gives to what kind of programs is far less available than similar information from foundations, and partly because corporations are not in business to provide funding for other organizations. The Foundation Center's regional offices often do list corporate givers in their areas, but, other than word of mouth, the best way to find out whether you have a chance to receive some of the $2 billion that corporations have to spend is to use the telephone - call the twenty largest corporations in your area.

According to The Grass Roots Fundraising Book*, the best office for small groups to call is the Public Relations Office. Ask for the name of the person responsible for corporate giving, and for the procedures for applying. When you have this information, send a letter telling about your organization and the project you wish to have supported. (Most corporations are similar to foundations in preferring to support part of a specific activity rather than providing general funding support.) Ask for an appointment, and call back in a week to confirm that your letter has been received an an appointment arranged.

When you go to the meeting, bring whatever documents or brochures you have that describe your organization. Letters of support from prominent community leaders (not too many of them) will increase your credibility. If your meeting does not produce a gift, ask for suggestions of other corporations that might be interested in your work. Be sure to thank the corporate officer for his time, and keep in touch with him during the year - sometimes the corporation simply wants to see more progress before they commit their money; also the priorities for giving may change to your advantage in the intervening time.

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*The Grass Roots Fundraising Book: How to Raise Money in Your Community by Joan Flanagan for The Youth Project, Chicago, Ill.: Swallow Press, 1977,pp.157-159.

FUNDING SOURCES FOR INDIVIDUAL STUDENTS

This section discusses the federal and private sources of financial support for minority and female students. Most states also have financial aid for students, either in the form of grants or loans. In addition, some states offer scholarships to exceptional students who are state residents, and who attend postsecondary institutions within the state. Most financial aid offices in colleges and universities are quite familiar with state funded financial aid programs, as they are with special local and institutional programs.

There is a pattern in the availability of funds for minority and female students. At the undergraduate level, the focus of financial aid programs is the needy student, while at the graduate level, most funds are directed toward students who have been academically successful and show exceptional promise for graduate work.

FEDERAL FUNDS FOR INDIVIDUAL STUDENTS

Private funding for minority students is relatively scarce, and students have come to rely increasingly on federal financial aid programs (administered by the United States Office of Education) over the last two decades, particularly at the undergraduate level. Six federal programs account for the largest percentage of financial aid to undergraduates. With few exceptions, the high cost of these programs militates against the creation of large pools of monies set aside for exclusive use by minority and female students. Economic need is the primary basis for the distribution of funds. Need is defined as the difference between the costs of education (tuition, fees, room and board, books, supplies, and miscellaneous expenses) and the amount a student and his or her family can afford to contribute.

Even though federal funds for undergraduate study are not specifically targeted toward women and minorities, they provide the base for most financial aid 'packages' put together by financial aid offices for members of these two groups. The eligibility criteria for federal aid are also used by some private funding agencies.

ELIGIBILITY REQUIREMENTS

Eligibility for federal student aid is determined by three criteria: 1) citizenship, 2) enrollment in one of 6,500 approved educational institutions, and 3) economic need. When women and minority students meet these eligibility requirements, they qualify for federal funds. It should be noted, however, that while federal programs define need in purely economic terms, most states include both economic and educational factors in their definitions.

In all cases, federal student assistance is distributed in cooperation with the financial aid offices of each educational institution. All money must be used for school expenses, and a student is required to sign an affidavit to that effect. Most, but not all schools participate in federal aid programs, and it is important to check with the student aid office at each institution to see in which programs they participate. In addition, the school determines whether you will receive your funds directly, or whether they will be credited toward your educational expenses.

Citizenship

In order to qualify for aid you must:

- be a United States citizen, or
- be a United States national, or
- be a citizen of a United States territory, or
- be a permanent resident of the United States (possessing an Alien Registration card), or
- be a permanent resident of the Commonwealth of the North Marion Islands, or
- have official documentation that you have been granted asylum in the United States, or
- have an Arrival-Departure Record stipulating "adjustment application" or "refugee" status.

"Exchange visitors" and "student visas" do not qualify for federal aid.

Enrollment

You must be attending or matriculating (be accepted in a program toward a specific degree) at one of the approved universities, colleges, vocational schools, hospital-affiliated nursing schools, or specified technical schools. Depending on the specific aid program, you must be a half-time (carrying at least six credits) or full-time student. This information is required by all federal aid programs in the form of a certificate of enrollment submitted by the school.

Some federal aid programs limit the number of years you may receive aid, as do some schools. In addition, to be eligible under the enrollment criteria, you must be satisfactorily completing your program and not have judgments against you for default in any past federal aid program.

Economic Need

Your need for financial assistance must be established by filling one or more of the following forms:

- Financial Aid forms
- Family Financial Statements
- Basic forms for each of the federal programs from which you are seeking assistance
- Additional forms required by your state and/or your school.

The information on these forms must be substantiated by one or more of the following means:

- W-2 forms
- income tax returns
- bank statements
- non-taxable income stateements (i.e., for veterans benefits)

Some of the financial aid forms are complicated. If you need assistance in filling them out, consult your school's financial aid office.

TYPES OF FEDERAL AID

Financial aid from the federal government is distributed in one of three ways: 1) grants, 2) loans, or 3) college work-study positions. All three kinds of assistance are available for graduate study.

Grants

Grants are sums of money which are either paid to you directly, or are paid to the school, which then credits the fund toward your expenses. Grants do not have to be repaid.

Basic Educational Opportunity Grant (BEOG) awards range from $200 to $1800 per year, and are available for each of four undergraduate years (unless your particular program is certified to be a five-year course of study by your school).

Supplemental Educational Opportunity Grant (SEOG) awards are designated for unusually economically deprived students, and are often part of special financial assistance "packages" put together by a school's financial aid office.

Loans

Federal loan assistance to undergraduate and graduate study must be repaid, but repayment usually commances nine months after the date you leave school. Some exceptions are made in the case of severe hardship, and VISTA volunteer work, military service and graduate school enrollment delay the repayment period.

National Direct Student Loans (NDSL) carry a low interest rate of 3%, and are available to students according to economic need. The minimum yearly award is $300. Most, but not all schools participate in the NDSL program.

Guaranteed Student Loans (GSL) are financed by banks, credit unions and savings and loan associations with federal guarantees that the loan will be repaid. (In some cases the state, rather than or in addition to the federal government, guarantees the loans.) Some banks may not participate in the GSL program because the low interest rates (currently at 7%) make these less profitable than non-educational loans. In addition to the interest, there is also a 1.75% insurance charge. GSL loan forms are available at participating banks and financial institutions, as well as in financial aid offices in schools. Completed applications are processed by the school before going to the banks that have been asked for funds.

College Work-Study

The College Work-Study Program provides jobs for students who need financial aid, and who must earn a part of their educational expenses. The federal government makes funds available to the school either to hire students for jobs on campus or off-campus in public or private non-profit agencies. Maximum wages cannot exceed pre-established levels of financial need. Most, but not all schools have college work-study programs at the undergraduate level. The financial aid office of each school determines eligibility for work-study and arranges student placement in the funded positions.

EDUCATIONAL OPPORTUNITY CENTERS

Sixteen states currently run education opportunity centers funded by the federal government under the Higher Education Act of 1965. These centers provide basic information concerning financial and other assistance available for area residents seeking postsecondary education. The centers offer counseling on careers and on admission to postsecondary institutions, as well as counseling for enrolled postsecondary students in some cases. The EOC at the City University of New York, which serves students in New York State, has computerized its information on financial aid at the federal, state, and local level, enabling EOC staff to assemble financial aid packages for students more efficiently and thoroughly.

Although the EOC in is the only other in the country with a computer capability comparable to that of the City University (at present they do not have the ability to access one another's data banks), there are fifteen other EOC's in the U.S. whose primary purpose is to provide information about federal, state, and local funding sources. [In some cases these Educational Opportunity Centers also assemble a non-traditonal course of study on specific requests from students.

EDUCATIONAL OPPORTUNITY CENTERS IN THE U.S.

Alabama

The North Alabama Education
Opportunity Center
2205 University Dr., N.W., Suite F
Hartsvill, AL 35805
(205) 534-8403

Alaska

University of Alaska of Anchorage
2533 Providence Ave.
Bldg. K, No. 101
Anchorage, Alaska 99504
(907) 279-6622

Arizona

Phoenix Educational Opportunities
34 West Monroe, Room 601
Phoenix, AZ 85003
(602) 965-7081

California

Educational Opportunity Center
Fresno County Mobile
Educational Guidance Project, Inc.
1350 "O" St., Rm. 303
Fresno, CA 93778
(209) 266-2574

Educational Opportunity Center
The Regents of the University of
California UCLA Extension
Department of Funded Programs
1100 Smith Grand Ave.
Los Angeles, CA 90024
(213) 747-6563

Colorado

Educational Opportunity Center of Denver
1536 Welton St.
Denver, Colorado 80
(303) 839-2101

District of Columbia

Educational Opportunity Center
2124 Martin Luther King Ave., S.E.
Washington, D.C. 20020
(202) 889-5300

Georgia

Educational Opportunity Center
NSS FNS-National Scholarship Service
and Fund for Negro Students
965 Martin Luther King Jr. Dr., N.W.
Atlanta, GA 30314
(404) 579-3990

Hawaii

University of Hawaii
Maui Community College
310 Kaahumann Ave.
Kohului, HI 96732
(802) 244-9181

Massachusetts

Educational Opportunity Center
Worchester Consortium, Inc.
Higher Education, Inc.
55 Lake Ave.,N.
Worchester, Mass. 01609
(617) 754-6829

Missouri

Educational Opportunity Center
Higher Education Council of St. Louis
4378 Lindell Blvd.
St. Louis, MO 63108
(314) 534-2700

Nevada

Educational Opportunity Center
495 Idaho St., Suite 207
Ellio, NV 89801
(702) 738-7297

New Mexico

Educational Opportunity Center
Northern New Mexico
Community College
P.O. Box 250
, N.M. 87532
(505) 753-6959

New York

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Ohio

Educational Opportunity Center
Dayton-Miami Valley Consortium
of Colleges and Universities
136 W. Monument Ave.
Dayton, OH 45402
(513) 223-5074

Puerto Rico

Educational Opportunity Center
Inter-American University of Puerto Rico
ARECIBO Regional College
P.O. Box 845
Arecibo, P.R. 00612
(809) 889-5300

FEDERAL GOVERNMENT AID FOR UNDERGRADUATE STUDY:

Awards for full-time study and on a yearly basis

Program	Type	Minimum Award	Maximum Award
Basic Educational Opportunity Grant (BEOG)	grant	$212	$1238
Supplemented Educational Opportunity Grant (SEOG)	grant	$200	$1500 to $4000 for 4 years
National Direct Student Loan (NDSL)	loan	$300	$2500 to $5000-4 yrs.-undergraduate $1250 to $2500/year-graduate
Guaranteed Student Loan (GSL)	loan	-	$2500 to $7500 for undergraduate $5000 maximum-1 year-graduate
College Work-Study	job salary	$400	$1100

FEDERAL ASSISTANCE TO GRADUATE STUDENTS - SPECIAL CATEGORIES

Female and minority students may be able to receive tuition assistance and living stipends through several special federal training programs. The Office of Bilingual Education (part of the Office of Education) offers two kinds of training assistance: 1) Bilingual Education Fellowships for full time graduate students participating in selected masters or doctoral programs in bilingual education, and 2) the Bilingual Education Training Program which provides aid for part-time or full-time graduate students in selected programs in bilingual education. Each award covers the cost of tuition for a year, and includes a living stipend (with additional funds if there are dependents) for full-time students.

The Office of Indian Education, also part of the United States Office of Education, provides four year fellowships for Indian graduate or professional students studying law, medicine, business, Forestry, Engineering, or related fields. This award covers tuition and a dependent stipend, in addition to $3,600 per year for four years.

For more information write to the Office of Bilingual Education or the Office of Indian Education at the United States Office of Education, Washington, D.C. 20202.

PRIVATE FUNDING FOR STUDENTS

While federal and state financial aid programs are the predominant sources of aid for most students, some financial awards are available from private funding sources. Many are conferred for scholarship or special achievement, and there is a limited amount of money set aside especially for minority or female students. Private donors may require in some cases that a student be a member (or related to a member) of a particular club or fraternity, attend a particular university, or study a particular subject. In addition, students may also have to prove their need for financial assistance.

The following pages list the names and addresses of some corporations, foundations, private clubs and associations which seek out minority and female students. These funding sources generally do not advertise their resources, and the student cannot rely on the financial aid officers of educational institutions to know about them. The student should write to a particular agency to request information about application procedures and eligibility requirements.

The amount of assistance available from these groups is variable, both as the financial resources of the organizations rise and fall, and as their spending priorities shift from year to year. Similarly, it is difficult for some groups to specify the average amount of each award because they do not decide that until they know both their own resources and the number of candidates they would like to assist.

UNDERGRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
NATIONAL SCHOLARSHIP SERVICES AND FUND FOR NEGRO STUDENTS 1717 Broadway New York, New York 10019	Provides assistance for the postsecondary education of Black and Hispanic high school students.	variable
UNITED NEGRO COLLEGE FUND 500 East 52nd Street New York, New York 10022	Provides scholarships for students enrolled in one of the 41 member black colleges.	variable
NATIONAL ACHIEVEMENT SCHOLARSHIP PROGRAM FOR OUTSTANDING NEGRO STUDENTS Mr. McMillan, Vice President Achievement Program National Merit Scholarship Corporation 990 Grove Street Evanston, Illinois 60201	Provides assistance to academically able black high school students who qualify by taking the PSAT/National Merit Scholarship qualifying test. Limited to U.S. citizens.	$1,000 per year
GEORGE E. JOHNSON EDUCATIONAL FUND SCHOLARSHIPS Johnson Products Co. 8422 South Lafayette St. Chicago, IL 60620	Provides aid to black and Hispanic high school students entering a four year institution of higher learning who demonstrate financial need. Limited to U.S. citizens.	variable
NATIONAL HISPANIC SCHOLARSHIP FUND P.O. Box 571 San Francisco, California 94101	Provides assistance to academically prepared Hispanic students who demonstrate financial need. Limited to U.S. residents.	variable

UNDERGRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
LEAGUE OF UNITED LATIN AMERICAN CITIZENS 400 First St., N.W. Suite 716 Washington, D.C. 20001		variable
JOHN HAY WHITNEY FOUNDATION 111 W. 50th Street New York, New York 10020	Provides assistance to socially or culturally disadvantaged college seniors or graduates in the form of a fellowship.	up to $3,000 per year of fellowship
CATHOLIC SCHOLARSHIP FOR NEGROES, INC. 254 Union Street Springfield, Mass. 01105		variable
FUND FOR THEOLOGICAL EDUCATION, INC. 163 Nassau Street Princeton, New Jersey 08540	Provides assistance to black Protestant students majoring in theology. Applicants must be under 30 years old and hold a B average after 2 years of college study.	variable
NATIONAL FUND FOR MINORITY STUDENTS 220 E. 42nd Street Suite 408 New York, New York 10017	Provides assistance for minority engineering students in one of the participating colleges.	variable

UNDERGRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
GOLDEN ANNIVERSARY FOUNDER'S SCHOLARSHIP The Charles R. Drew National Scholarship Commission OMEGA PSI PHI Fraternity 2714 Georgia Ave., N.W. Washington, D.C. 20001	Provides assistance for minority male liberal arts students after the freshman year at Harvard University. One scholarship set aside for a member of the LAMPUDAS Club at Harvard. Others given to the outstanding student in social sciences, natural sciences, and the humanities.	$600.
CLAIROL LOVING CARE SCHOLARSHIP PROGRAM Business and Professional Women's Foundation	Provides assistance to women 30 years old or more who are continuing their post-secondary education to achieve career goals in vocational, professional, or academic fields. Extends up to M.A. level.	up to $1,000 given one semester at a time
SOROPTIMIST AWARDS Soroptimist 1616 Walnut St. Philadelphia, PA 19103	Provides awards to matrue women who are working toward retraining and entry or re-entry into the labor market.	average - $1,250.
THE DIUGUID FELLOWSHIPS Sr. S.M. Nabrit, Executive Director The Diuguid Fellowships 795 Peachtree St., N.E. Suite 484 Atlanta, GA. 30308	Provides one year of intensive training (part-time or full-time) to matrue women (over 21 years old) pursuing significant careers. Applicants must have deferred career goals for marriage or other causes.	from $3,000-$6,000

UNDERGRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
THE PHILLIP MORRIS SCHOLARSHIP FUND FOR WOMEN D. Barbara A. Reuter, Manager Corporate Support Programs The Phillip Morris Scholarship Fund for Women 100 Park Avenue New York, New York 10017	Provides assistance to women 25 years old or more who are part-time students at a 2 year or 4 year college. Limited to residents of or workers in Milwaukee, WI, or Louisville, KY.	$300 per year paid to the institution
HALLIE BROWN SCHOLARSHIP National Association of Colored Women's Clubs	Provides assistance to a sophomore or junior with at least a C average and two recommendations as to character and physical condition.	$500.
ALPHA KAPPA ALPHA SOROIETY SCHOLARSHIP PROGRAM 5211 Smith Greenwood Ave. Chicago, Illinois 60615	Provides assistance to pledges or members of Alpha Kappa Alpha with at least a B average. (Local A.K.A. chapters also have individual aid programs)	$1,000 for 4 students
NATIONAL ASSOCIATION OF BLACK WOMEN MEMORIAL SCHOLARSHIP FUND National Association of Black Women, Inc. 111 East Wacker Drive Chicago, Illinois 60601	Provides assistance to black female students studying banking, finance, or related fields.	determined by financial need

UNDERGRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
CAREER ADVANCEMENT SCHOLARSHIPS Business and Professional Women's Foundation 2012 Massachusetts Ave., N.W. Washington, D.C. 20036	Provides scholarships for women over 25 years old who are studying for a new career or for an upgrade in a current career. Applicant must demonstrate financial need.	550 scholarships of a few hundred dollars each
BIRTHA-LAMME-WESTINGHOUSE SCHOLARSHIP Society of Women Engineers United Engineering Center Room 305 345 E. 47th Street New York, New York 10017	Provides assistance to female engineering students in their freshman year at an accredited university or college. Applicant must have letters of reference from high school or college faculty member and must write an essay on needs.	three $500 scholarships
ROBERT WOOD JOHNSON FOUNDATION Forrestal Center P.O. Box 2316 Princeton, New Jersey 08540	Provides assistance to minority female students from rural areas who are studying medicine or dentistry.	variable
ALTRUSA INTERNATIONAL Founders Fund Vocational Aid Altrusa International Foundation Inc. 332 S. Michigan Avenue Chicago, Illinois 60604	Provides assistance to women of all ages and educational backgrounds for training or retraining leading to employment. No awards are given toward colleges other than two-year technical programs.	$500 maximum

GRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
WHITNEY N. YOUNG FOUNDATION 100 Park Avenue New York, New York 10017	Provides grants for minority graduate students concerned with human relations, interracial cooperation or other research areas determined by the foundation.	stipends range from $3,000 to $10,000
NATIONAL MEDICAL FELLOWSHIPS, INC. 250 West 57th Street New York, New York 10019	Provides fellowships for medical study to blacks, American Indian, Mexican-American and mainland Puerto Rican men and women. U.S. citizenship and proof of financial aid required.	average grant for 1st year - $1,300.
IBM GRADUATE FELLOWSHIPS FOR MINORITIES AND WOMEN University and Scientific Relations IBM, Thomas J. Watson Research Center P.O. Box 218 Yorktown Hts., New York 10598	Provides aid to minority and female graduate students who indicate outstanding potential in the fields of mathematics, physics, chemistry, materials science, electrical engineering, mechanical engineering, and computer or information science.	up to $6,400 for academic year
NATIONAL SCIENCE FOUNDATION GRADUATE FELLOWSHIPS-MINORITY FELLOWSHIPS Fellowships Office National Research Council 2101 Constitution Ave., N.W. Washington, D.C. 20418	Provides fellowship assistance to members of a minority group pursuing an M.A. or Ph.D. in mathematics, physics, medical, bilogical, engineering and social sciences. U.S. citizenship required.	$4,320. for one year

GRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN'S FELLOWSHIPS TO AMERICAN WOMEN IN THE PROFESSIONS American Association of University Women 2401 Virginia Ave., N.W. Washington, D.C. 20037	Provides financial aid to assist women who are in their final year of professional training in the fields of law, dentistry, medicine, veterinary medicine, architecture. Applicants must intend to pursue professional careers in the U.S.A.	variable
NATIONAL FUND FOR MINORITY ENGINEERING STUDENTS International Paper Co. Fund 220 E. 42nd Street, Suite 3105 New York, New York 10017	Provides assistance to black, Chicano, Puerto Rican or American Indian students enrolled in accredited engineering schools.	$250-$2,000
LOAN FUND FOR WOMEN IN GRADUATE ENGINEERING STUDIES Business and Professional Women's Foundation 2012 Massachusetts Ave., N.W. Washington, D.C. 20036	Provides aid to women now completing undergraduate study and those acquiring graduate-level engineering training. Applicant must be accepted in a graduate degree program at a school accredited by the Engineer's Council for Professional Development. U.S. citizenship required.	variable
AMELIA EARHART FELLOWSHIPS Zonta International 59 E. Van Buren St. Chicago, IL 60605	Provides for advanced study and research in aerospace-related sciences and engineering. Candidates must be women with a bachelor's degree in basic discipline related to aero-space. Applicants must also show promise and be accepted at a qualified school.	average award $3,000

GRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
EARL WARREN LEGAL TRAINING PROGRAM, INC. NAACP Legal Defense and Educational Fund, Inc. Att: Butler T. Henderson 10 Columbus Circle, Suite 2030 New York, New York 10019	Provides assistance to black students entering law school.	variable
MEXICAN AMERICAN LEGAL DEFENSE FUND MALDEF Educational Programs Department 145 Ninth St. San Francisco, CA 94103	Provides loans and some scholarships for Spanish surnamed law students.	variable
AMERICAN INDIAN LAW CENTER Mr. Charles Blackwell, Asst. Dean University of New Mexico School of Law 1117 Stanford, N.E. Albuquerque, N.M. 87131	Provides scholarship assistance for law school study for American Indians who are not eligible for B.I.A. help and who are active in Indian affairs.	variable
COUNCIL ON LEGAL EDUCATION OPPORTUNITY (CLEO) Suite 940 818-18th St., N.W. Washington, D.C. 20006	Provides assistance to economically disadvantaged and minority students planning to study law. Candidates must have B.A. Citizenship required.	variable
WHITNEY M. YOUNG JR. GRANT ADMINISTRATION American Banker's Association 1120 Connecticut Ave., N.W. Washington, D.C. 20036	Provides aid to minority students in the final year of a Doctoral program in the area of finance and economics. U.S. citizenship required.	up to $4,000.

GRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
EDWARD A FILENE GOODWILL FUND Roosevelt University 430 S. Michigan Ave. Chicago, IL 60605 Columbia University, N.Y.	Provides assistance to black and Indian students wishing to study in a college of Business Administration.	up to $2,000 per
WOODROW WILSON NATIONAL FELLOWSHIPS 32 Nassau St. Princeton, N.J. 08540	Provides aid to men and women attending black colleges. Assistance is given the Ph.D. dissertation level. Business administration internships are also included.	variable
CONSORTIUM FOR GRADUATE STUDY IN MANAGEMENT-FELLOWSHIPS FOR MINORITIES D. Sterling Schoen, Dir Consortium for Graduate Study in Management 101 N. Skinker Blvd., Box 1132 St. Louis, MO 63130	Provides assistance to blacks, Chicanos, Puerto Ricans, American Indians, Cubans with Baccalaureate degrees. Candidates must be accepted in the MBA program in one of the following schools: Indiana University, University of North Carolina, University of Rochester, University of Southern California, Washington University and University of Wisconsin.	stipend or award varies up to $3,000 and full tuition
LOAN FUND FOR WOMEN IN GRADUATE BUSINESS STUDIES Sears & Roebuck Foundation Business and Professional Women's Foundation 2012 Massachusetts Ave., N.W. Washington, D.C. 20036	Provides assistance to women accepted in an approved course of study at a school accredited by American Assembly of Collegiate Schools of Business. (Masters programs only). U.S. citizenship and proof of financial need required. Loans are made to business, government and educational groups who seek to promote more women to management and exclusive positions.	variable

GRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
COUNCIL FOR OPPORTUNITY IN GRADUATE MANAGEMENT COCME Central Plaza 675 Massachusetts Ave. Cambridge, MA 02139	Provides assistance to Afro-Americans, American Indians, Asian-Americans and Hispanic Americans accepted in MA programs at: University of California at Berkeley, Carnegie-Mellon, University of Chicago, Columbia University, Cornell University, Dartmouth College, Harvard University, Massachusetts Institute of Technology, University of Pennsylvania and Stanford University.	variable
AMERICAN HOME ECONOMICS ASSOCIATION FOUNDATION Fellowship Committee 2010 Massachusetts Ave., N.W. Washington, D.C. 20036	Provides aid to minorities in the U.S. and persons from developing countries interested in the study of home economics communications under several fellowship programs.	up to $3,000.
AMERICAN INDIAN SCHOLARSHIPS, INC. Mr. John Raimer, Sr. American Indian Scholarships, Inc. P.O. Box 1106 Taos, N.M. 87517	Provides funds to assist American Indian students at the graduate level. Applicants must be a quarter degree or more of Indian blood and from a federally recognized tribe. Demonstrated ability to do school work and need for financial assistance required.	variable
AMERICAN ASSOCIATION OF UNIVERSITY WOMEN's EDUCATIONAL FOUNDATION FELLOWSHIPS American Dissertation and Post Doctoral Research Fellowships American Association of University Women 2401 Virginia Ave., N.W. Washington, D.C. 20037	Provides assistance to women who have completed all course work examinations toward a Ph.D., and have dissertation approved by committee. U.S. citizenship required.	variable

GRADUATE

Funding Source	Eligibility/Specialization	Amount of Award
LENA LAKE FORREST FELLOWSHIPS Business and Professional Women's Foundation	Provides fellowship support for research in educational, economic, political, social, psychological factors affecting business and professional women. Doctoral and Post-Doctoral scholars are eligible.	variable
SALLY BUTLER INTERNATIONAL SCHOLARSHIP Business and Professional Women's Foundation	Provides assistance to women from Latin American countries who are graduate students in American Universities.	$500-$2,000

This is a selected list of resource publications for minority students at both the graduate and undergraduate level.

Career Development Opportunities for Native Americans

Criteria: Students who are 1/4 or more Indian, Eskimo, Al
Cost: Free
Where: Indian Resource Center
P.O. Box 1788
Alburquerque, N.M. 87103

Financial Aid for Minorities in Business, Law, Education or Journalism/Communications

Cost: $2.00
Where: Michele S. Wilson
Garret Park, MD 20766

Graduate and Professional School Opportunities for Minority Students - 6th edition

Cost: $3.00 first copy
Where: Graduate and Professional School Opportunities
Educational Testing Service
Princeton, N.J. 08560

Need a Lift?

-132 page handbook
-scholarship and loan information
-information on state laws offering education benefits
Cost: 50¢
Where: The American Legion
P.O. Box 1055
Indianapolis, IN 46266

Guide to Medical Admission for the Minority Student-Student National Medical Assn.

Cost: $2.50
Where: Student National Medical Association
2109 E St., N.W.
Washington, D.C. 20037

APPENDIX C

PROGRAMS AND CREDENTIALING FOR COMMUNITY RESEARCHERS

Introduction

The most visible change in higher education in the last two decades is the size of the population continuing their studies beyond the high school diploma. Part of this explosion was the result of the post-war baby boom, coming of age and entering the colleges and universities. But in addition to the increase in total numbers, there was also an increase in the percentage of the population going on to post-secondary education. As a college degree came to be seen as the key to a successful and prosperous future, everyone wanted one. Colleges and universities, both private and public were created and expanded to keep up with the growing demand from students who could not have expected a post-secondary education prior to 1950.

New students (and new times) led to new ideas about what a college education should be, and the 1960s witnessed numerous calls for greater flexibility and curriculum relevance. Various groups, including (but not limited to) women and minorities challenged educational institutions to provide innovative courses of study, to alter admissions policies, and to look beyond the traditional criteria for selecting and evaluating students.

While some major reforms were made, some proved to be cosmetic or short-lived. Many changes were precipitated by and dependent on federal funds, and the shifting of the political winds has revealed the vulnerability of such externally appended reforms.

More lasting changes, however, have emerged from within institutions as they have sought to define their mission in relation to a changing student clientele. As there has been a smaller "traditional" college age population from which freshman classes are usually selected, but more empty seats available to fill, new populations have been recruited to colleges.

We began our demonstration activities with the awareness that we were working with these nontraditional students. By working with community organization members, we were emphasizing community ties, knowledge and commitment rather than academic background. We recognized that, our meeting the needs of nontraditional students, nontraditional programs would provide the best mechanisms. It was important that the programs have flexible admission standards, permit off-campus work, and provide credit for community researchers.

This report is intended to provide a brief orientation to the new modes of learning and the new procedures for granting academic credit that have resulted from these changes. We also discuss the problem of accreditation for those new institutions who want to go beyond new courses and new programs in old institutions. A two-part directory of non-traditional college programs follows; the first part is a selected list of colleges and universities whose nontraditional programs include urban studies and/or community research programs; the second part lists colleges and universities with notable nontraditional programs.

The Growth of Nontraditional Programs

A major reason for growth of nontraditional programs is that different students are being served. Colleges and universities now are seriously courting the adult student. In part their action is a logical outcome of accepting the philosophy of lifelong learning. A more powerful cause, however, is the realization that enrollment of the "normal" college age student has declined, and will continue to decline in the future. Faculty and administrators who have had the opportunity before to work with the adult student are also encouraging institutional interest. The emergence of the adult student who is engaged in continuing education also presents a great opportunity for institutional renewal.

Adult students have been seen on campuses for many years, but in the past, both the adult students and those concerned with them were relegated to second class citizenship in post-secondary institutions. Experience has demonstrated that the adult student is a seriously motivated student and many institutions have responded with more sensitive response to their interests and needs.

Some of the nontraditional programs which originated in the 1960s to respond to student demands for more relevant and flexible programs are now geared primarily to the self-reliant, self-sufficient adult students.

Granting Credit for Previous Learning

Increasing the adult student population in institutions of higher education, or responding to the buyer's market, as some put it, has also increased the need for crediting prior learning. If the move toward making learners central to the educational process is to continue, then those learners, adults with a variety of learning experience already behind them, have the right to have that learning assessed and evaluated for academic credit.

College credit for work experience dates as far back as 1906 when the University of Cincinnati started a program in which engineering students alternated periods of employment with periods of study. In 1921 Antioch College started a similar program for its liberal arts students. By the mid-1970s more than 200 institutions offered programs alternating work and study, and about one-third of them gave credit for the work experience that could be substituted for classroom credit.

Undergraduate professional programs have long given credit for supervised field experience, as in student teaching, nursing practicums, and other internships. Recently some colleges have begun to incorporate work experience in liberal arts programs--political science majors serving as interns in state and city offices of mental health, law enforcement, in judicial offices, or the city council, and so on. Usually each student earns a full year of credits in courses appropriate to the activity. Working with mentally retarded children, for example, may earn credits in child development, education, or psychology, depending on the student's major field and on supplementary work planned with and supervised by a faculty advisor.

In these work-study programs, credit is determined in advance, as with any regular course, and the experience is supervised and evaluated by regular faculty members. Credit is based not so much on evaluating the learning after it has occurred but on planning the experience so that the fact of engaging in it will necessarily be educationally productive--essentially the same way credit is handled in regular campus courses.

Granting credit for work done prior to enrollment in a college, however, presents some practical problems for post-secondary institutions. Not all experience can be considered automatically educational (for at least the purpose of gaining college credit) and procedures have had to be developed to evaluate the quality of past experience as an educational setting for each individual student.

These procedures involve the analysis of all work done at other schools and colleges; independent learning assessed by testing agencies and learning experiences which have never been evaluated, such as independent reading, professional experience, development of specific products, or participation in specific action projects. The student is responsible for submitting documentation of his or her learning. The process is usually coordinated by the student's advisor and conducted by an assessment committee. See Section ________ for a discussion of Life Experience Credit and details on the variety of procedures for assessing learning done prior to enrolling in college.

NONTRADITIONAL MODES OF LEARNING

Prompted in part by the growing diversity of post-secondary students, and in part by students' demands in the late 1960s for more relevant and flexible curricula, colleges and universities have had to rethink their assumptions about what constitutes a college education. As a result, many institutions have experimented with new modes of learning, and have integrated them into their individual approaches to post-secondary education. This section discusses six new directions in higher education. The six are not mutually exclusive; nor are all of them new in the strict sense of the word. Many have become part of the higher educational system, and will probably remain so in some form. As some of the more prestigious colleges return to a traditional proscribed curriculum, it is difficult to predict whether these new modes will be phased out, or whether they will flourish as an established alternative to the traditional college liberal arts curriculum.

Self-directed Learning

One of the major issues in the student demands of the late 1960s was that students were not given sufficient responsibility in structuring their own learning experiences; that they were treated as children to be indoctrinated, rather than as learners to be guided. In self-directed learning, the student assumes primary responsibility for designing and directing his or her own study plan. The assumption is that whatever the learning activity, whether it be a field work situation, or an independent reading program, or even a highly structured classroom situation, the learning will be more meaningful if it is part of the student's self-designed program. This means that the student must constantly decide what he can learn on his own, and what he could learn better from another person.

In many adult-oriented degree programs, the student is expected to play a major role in determining which of his learning activities will be directed by him and which will be directed by others. Different schools place different emphasis on which part of the study program they will allow (or expect) the student to direct. Some programs will limit the power to decide _what_ subjects should be covered, but will allow unlimited freedom in _how_ they can be studied. Such a program might have a defined choice of subject areas (e.g., psychology, sociology, literature), but within each of these areas, the student could decide which courses of study to follow. A similar approach might specify that the psychology student learn about the psychology of personality, of perception, or development, of the child, and of the family, etc., but would give the student freedom to structure the learning in the way he found most convenient and useful. This could mean independent reading, a tutorial, or a mixture of reading and practical experience, or even a course offered outside the "home" institution of the student.

In programs that give the student freedom to decide _what_ to learn, but not _how_ to learn it, for example, a student might be able to study whatever subject seemed most interesting, but would have to do so in a proscribed mix of structured classes and independent study.

Degree programs in which the student has complete responsibility for all aspects of learning are rare. In most of the programs like those just described, the student has the major responsibility for deciding what and how to learn, while the institution reserves the responsibility for determining what, whether, and how much he has learned.

Competency-based Education

Competency-based education stresses the development of skills rather than just the gathering of information. Until recently, the assumption in higher education has been that competencies developed simultaneously with the acquisition of information--as a kind of by-product. Learning in most colleges has therefore been information-based, with professors and scholars spending their time defining and redefining information areas (e.g., biology, molecular biology, astrobiology, sociobiology) while almost ignoring the definitions of necessary skills in these fields of study. This has led to the conclusion that information itself is the end product of competence, rather than one of its parts. A student majoring in history, for example, could finish a degree knowing an enormous number of historical facts, but nothing about how these facts were gathered by historians, and whether and how it mattered which approach the historian used to gather his information.

A competency-based approach seeks to highlight the relationship between skills and information. The first task in doing so is to name the areas of competency in a manner similar to the naming of academic disciplines (e.g., humanities, social sciences, physical sciences). One approach that has been used is based on the Department of Labor's system for classifying jobs, in which job competencies are divided into three major areas--*ideas*, *people*, and *things*. All jobs require the individual to work with at least one of these three areas. In the study of psychology, for example, the student would initially work with *ideas* (theories of human development, abnormal and normal behavior patterns and their causes, etc.) but also would need to develop skills in working with people to practice as a clinical psychologist. Similarly, a marketing major might learn skills dealing with ideas (economic theories) and things (computers) while a management major might work with ideas and things, but would need to add the competency required to work with people.

Competency-based learning programs require a student to define his or her learning in ways that clarify and strengthen the relationship between information and skills, and to acquire not only information, but also skills associated with their focus of study.

The Expanded Classroom and Independent Study

Many adults who have found classroom learning to be inconvenient have had problems more with the availability of the right classes than with the classroom structure itself. This is one reason why adult-oriented programs allow courses to be taken outside the "home" institution.

If appropriate classes cannot be located, or if the student simply prefers to study on his own, a number of alternatives are now available at many schools. Most fall under the heading of independent study, where the student works with a professor to define a course of study that can be pursued individually, most likely including regular meetings with that faculty member. Some programs maintain a staff of faculty who are specifically available for this purpose. Others maintain working relationships with experts in other institutions, arranging for the interested student to study with these people. Still other programs allow the student to work with anyone who can provide a "meaningful" learning experience.

If the student cannot attend classes, it is possible to have the classes come to him. Some schools give the opportunity to earn a good portion of a degree through correspondence study, and although correspondence courses have received bad publicity, many established colleges offer excellent courses through the mail. In some parts of the country, it is possible to obtain college credit through televised courses, and the city college system of Chicago even makes it possible to earn an Associate of Arts degree by means of such courses.

Classes that are taken as part of business or military training can also receive college credit. The American Council on Education and the New York State Department of

Education have prepared a number of guides from which the student can learn how courses taken from corporation or during military training can be translated into college credit.

Experiential Learning

Experiential learning focuses on the practical application of knolwedge rather than on its theoretical underpinnings. This is not to imply that one aspect of learning is more important than the other. As philosopher and educator Alfred North Whitehead put it, "Every subject of study should be presented in the abstract and the concrete. Both sides are wanted. We learn them in the abstract and feel them in the concrete." The traditional sequence of learning presents abstract theory first (in the classroom) with the assumption that this learning will later be complemented by practice. In many subject areas, students do not get any practical experience until they have entered the world of work.

Since 1876, when Johns Hopkins Medical School revolutionized medical eduation by allowing students to preform autopsies and observe real patients receiving treatment, practical experience has become an essential part of college programs such as law, and applied health and laboratory sciences. For most students, however, particularly at the undergraduate level, practical opportunities for learning are denied. This is not so much because it is not thought to be important, but because learning outside the classroom is difficult to organize, maintain and measure. It was not until the recent growth of competency-based education that schools have had any real help in operating such programs in other areas of learning.

Most programs of experiential learning are striving toward programs which balance theory and practice in a mutually supportive manner. If a student's practice in a certain area has been extensive, but he lacks a firm theoretical understanding of the experience, the program will allow him to focus on reading and research; while if he has been spending time reading and thinking about a subject in the abstract, the program will encourage him to gain more practical experience against which to test his theoretical learning.

Life Experience Credit

Another way institutions of higher education are recognizing the value of practical experience is through life-experience credit programs, in which academic credit is given for prior learning in non-academic settings. In most programs, the emphasis is on what is learned from the experience, not the experience itself. Thus a person who had written a book on gardening would not earn credit for having written a book, but would receive credit only for the skills and information gained in the process of preparing the book.

Individual schools differ, however, in which kinds of learning will be awarded credit. Most programs agree that any learning covered in the courses of established colleges or by the questions on established college-level examinations should qualify for credit. More colleges are also recognizing that learning in sponsored programs like business and military training courses should also be considered college-level if it can be shown to be equivalent to college-level coursework.

Two criteria are generally used to determine whether life-experiences will qualify for credit. The first concerns the ability of the student to relate the experience to currently established information and skills areas. Teaching in a nursery school or a day-care center may receive course credit in psychology if the student can relate the experience to child development theories that are learned in working extensively with pre-school children.

A second criterion concerns how well the area of experience matches the learning goals. If the student's major focus is public policy, for example, life-experience in a day-care center may not qualify for credit because the student makes no relationship between that experience and the general study of public policy. If however, the student can articulate the link between working with government regulations and agencies in the operation of the center, or between the experience and the larger political questions which surround day-care (Who should fund it? How does it affect that family? How should centers be licensed? etc.) then the experience may be evaluated as related to a public policy focus and hence awarded credit.

The fact that past experience is considered college-level in one program does not guarantee that it will be accepted for credit in any program. The final decision will usually be made on the basis of how well the past learning fits into an overall learning structure. In addition, there are variations in how individual colleges will go about granting credit for past experience. Several tests have been devised to measure and assess what the student has learned from experience, and other tests have been developed within individual programs. Where there are no examinations, a process called special assessment is used. In this procedure, learning is judged through an interview with a number of experts, usually professors from nearby colleges. Students also may be asked to write self-assessment essays that discuss their past work within the structure of an academic course. (For more information on alternative credit procedures, see section _______.)

External Degree Study

It is now possible in some programs to earn a degree with no campus contact at all, or with campus contact of a couple hours per week or weeks per year. This is called external degree study, in which most learning occurs outside a college campus.

There are currently at least three programs from which a legitimate college degree can be earned almost entirely through the mail. These programs, the Regents External Degree Program in New York State, Thomas Edison College in New Jersey, and the State Board for Academic Awards in Connecticut, do not even have campuses. They are, in fact, not colleges at all, but degree granting agencies who have the job of "certifying" learning done at any point in one's life.

The basis for the degree in one of these programs is a set of learning requirements that must be completed in one of several specified majors. These requirements form the skeleton of a degree program, and are fleshed out with courses taken at other colleges, courses taken at or for one's place of business, courses taken in the military, study done on one's own, or knowledge gained through life experience. Courses offered by approved colleges, in subject areas which match program requirements, are usually accepted immediately upon the presentation of a transcript. Courses and learning completed in business and military training programs are accepted for credit under the guidelines established by the American Council on Education and the New York State Department of Education. Learning done on one's own is usually measured by performance on proficiency tests, or through special assessment procedures.

Except in the case of knowledge gained directly from life experience, there is no limit to the number of credits that can be earned in these ways, and no limit on the amount of time it takes to earn the degree. The Regents External Degree Program, for example, has awarded Associates' and Bachelors' degrees to students almost entirely on the basis of learning they had done before enrolling in the program. In most cases, however, past learning experiences will not match so nearly with the degree requirements, and the student will have to take a number of tests to fulfill the requirements.

Although these three programs are in the East, many of the tests are offered throughout the nation. At present, however, students needing special assessment are still required to appear at one of the three programs based in the East. These programs are best suited for people who have already amassed a number of college credits, and are looking for a degree structure into which they might fit. They are also best for those who can study independently, guided primarily by a reading list and a study guide;

and for students whose interests are directly in line with content areas covered by traditional degree programs.

These three programs are external degree study in its strictest form. The phrase is also applied to many other programs which award credit for life-experience and allow a good portion of off-campus study, but require more campus contact than the three programs described above. Most of these programs grant up to three-fourths of the degree credits for learning done before enrollment, and will require less than one semester's worth of credit to be earned through campus-based activities. Campus contact in these programs usually involves meeting with an advisor to plan and assess student work. It can also mean a required residency period. At the Goddard Adult Degree Program, and the Syracuse University Independent Study Degree Program, for example, the student is required to spend one to two weeks on the campus between learning periods. At such residency periods past work is evaluated and new work planned, with students spending as much as three to six months on their own between residency sessions.

Alternative Procedures for Granting Academic Credit

As colleges and universities have responded to the needs of adult students with significant life experiences to bring to their education, alternative procedures for assessing the work done in these experiences have grown.

The following discussion lists the major methods of granting credit for life experience used by most colleges and universities. These methods are not accepted by all schools, and how much credit will be given based on each method remains a decision made by each institution.

Credit by Examination. The College-Level Examination Program (CLEP) consists of two types of tests that measure knowledge regardless of how it was acquired. Multiple choice General Examinations test knowledge in five broad areas: English composition, humanities, social science/ history, mathematics, and natural science. Multiple choice Subject Examinations measure ability in a wide variety of specialized subjects, such as general psychology, biology, English literature, and accounting. The College Entrance Examination Board administers the tests every month at more than 900 test centers in the United States and Canada, and at the request of individuals taking the tests sends the scores to colleges and universities. Each educational institution makes its own decisions about acceptable scores and the amount of CLEP credit it will grant toward a degree. For more information write to:

CLEP College Board
Department C
888 Seventh Avenue
New York, NY 10019

The Proficiency Examination Program (PEP) is operated through the American College Testing Program (ACT) in connection with the New York Regents External Degree Program (RED). The ACT-PEP exams are given in about 50 subjects within the general categories of arts and sciences, education, nursing, business, criminal justice, health, and foreign languages, and are used to assess knowledge for credits in the RED program (See Degree Programs below). In New York, the ACT-PEP tests are divided into two series--the College Proficiency Examinations Program (CPEP) and the Regents External Degree Examinations (REDE). For more information write to:

ACT-PEP
One Dupont Circle N.W.
Washington, D.C. 20036

ACT-PEP
Post Office Box 168
Iowa City, IA 52243

College Proficiency
Examination Program
State Dept. of Education
99 Washington Avenue
Albany, NY 12230

Credit for Noncollege Learning. The Office on Educational Credit (OEC) at the American Council on Education evaluates courses given by private employers, community organizations, labor unions, government agencies, and military education programs and makes recommendations about the amount of college credit that should be granted. The recommendations and course descriptions are published annually in *A Guide to Educational Programs in Noncollegiate Organizations* ($12). OEC also publishes *Guide to the Evaluation of Educational Experience in the Armed Forces* ($18). Both publications may be purchased from:

American Council on Education
Office of Educational Credit
One Dupont Circle N.W.
Washington, D.C. 20036

Credit for Experience. The Council for Advancement of Experiential Learning (CAEL) has a membership of over

350 colleges and universities which give credit for experience. With the help of counselors at participating institutions who use techniques and methodologies developed by CAEL, students identify and document what they have learned through work or volunteer experiences. These materials are then evaluated to determine how much educational credit should be given. For information about educational institutions which award credit for prior learning experiences:

Call: 1-800-638-7813 (toll free)
Write: CAEL
American City Building, Suite 212
Columbia, MD 21044

The Council of National Organizations for Adult Education's Task Force on Volunteer Accreditation has developed a series of "I Can" lists to help volunteers identify skills for which college credit might be given. The Council's book, I Can: A Tool for Assessing Skills Acquired Through Volunteer Experience, includes "I Can" lists for twelve volunteer job titles as well as other information about evaluating volunteer skills for educational credit. The publication may be purchased for $4.75 from:

Ramco Associates
228 East 45th Street
New York, NY 10017

The Educational Testing Service (ETS) worked with the Council of National Organizations for Adult Education on the "I Can" project, and developed several additional lists for identifying and assessing volunteer and homemaker skills. ETS publishes How to Get Credit for What You Have Learned as a Homemaker or Volunteer, which may be purchased for $3.00 from:

Educational Testing Service
Princeton, NJ 08540

Credit for Correspondence and Independent Study. The National University Extension Association's (NUEA) Division of Independent Study sponsors a wide variety of correspondence and independent study courses and programs which are available through its membership institutions. Course materials are mailed to students from the college or university, and completed assignments are returned to the school where they are graded by the same standards used in classroom instruction. The Association publishes NUEA Guide to Independent Study Through Correspondence Instruction, 1977-79 Edition ($2), and On-Campus Off-Campus Degree Programs for Part-Time Students ($4). Both of these publications are being revised, with an April 1980 expected publication date. For general information about the program:

NUEA
Suite 360
One Dupont Circle N.W.
Washington, DC 20036

For copies of the publications:

Peterson's Guides
P.O. Box 978
Book Order Department
Edison, NJ 08817

Many private correspondence schools also offer courses and programs for which some colleges give credit. It is important to find out if the school is accredited before paying for courses, and you should also check to see if your college or university will accept the credits you want to transfer toward a degree. The National Home Study Council, a nationally recognized accrediting agency for correspondence schools, publishes a Directory of Home Study Schools. Free copies of the directory as well as other publications about home study programs are available from:

National Home Study Council
1601 18th Street N.W.
Washington, DC 20009

Degree Programs. At least two national programs offer students an opportunity to earn degrees without ever spending time on campus attending formal classes--the New York Regents External Degree Program and Thomas A. Edison College. These programs give credits for all kinds of documented learning: courses taken at other colleges, noncollegiate courses which have been evaluated and rated as comparable to college courses, military education programs, proficiency examinations, and individual assessments of knowledge and skills that cannot be measured adequately by testing. More information:

Regents External Degree Program
State Education Department
99 Washington Street
Albany, NY 12210

Thomas A. Edison College
The New Jersey College for
External Degrees
101 West State Street
Trenton, NJ 08625

Nontraditional Colleges and the Problem of Accreditation

In addition to nontraditional programs that have grown in many colleges and universities, some nontraditional colleges have also been developed during the last fifteen years. These institutions face not only the ordinary obstacles that confront the birth of a post-secondary institution, but also must overcome the difficulties of the accreditation process.

In the beginning of the 20th Century, post-secondary institutions began to form voluntary associations in order to internally regulate the quality of the educational process. These associations began to utilize a peer-evaluation technique known as accreditation to accomplish their apparent goal of quality control. Accrediting agencies now assert that the public has come to view accreditation as a prime indicator of educational quality, and that the accrediting community does in fact serve this purpose. It is their position that educators in general and accrediting agencies in particular are working to create standards of quality and integrity in both institutions and specialized post-secondary programs.

The role of accreditation in American society has grown to the extent that every institution and many programs of study are virtually forced to seek accredited status. An institution may survive, but is not likely to thrive without the official stamp of approval. The Federal government's primary means of establishing eligibility for federal funds in higher education is accreditation, and billions of dollars in federal monies are distributed on the basis of accredited status in any given year. In addition, accreditation status is also often required for grants from private foundations and corporations.

Students also have a strong interest in the accreditation status of the school they attend. Graduate schools are more likely to accept students with degrees from accredited schools, and both government and private sector employers prefer to hire students with accredited degrees. Students are therefore carefully advised to check the accreditation status of their prospective schools.

Viewed in this light, it is less than accurate to call accreditation voluntary. This process, however noble its origins may have been, now exercises a strong conservative, anti-innovative force in higher education. The accrediting organizations contain no voice for the public interest; their members are drawn from the academic community and constitute a closed community with specialized and highly controlled professional interests. Particularly in a period of financial decline for higher education, accrediting organizations have an inherent economic interest in limiting the growth of new institutions and programs, traditional or nontraditional.

As a result of the involved process of accreditation, few new colleges seek accreditation as unsponsored independent institutions. An alternative route to establishment is that followed by Malcolm-King College in New York City. Malcolm-King College was created in 1968 on the initiative of five members of the Harlem community who found no post-secondary institutions that were accessible to the majority of Harlem residents and located within the Harlem Community. Through personal contacts with Marymount Manhattan College, and the College of Mount Saint Vincent, volunteer faculty were recruited to teach courses in the new school. After several years of operation with this volunteer faculty and other donated services, Fordham University joined the sponsors. Associate of Arts degrees are awarded in early childhood education, liberal arts, and business in the name of the sponsoring institutions, and over 10,000 students have participated in Malcolm-King's courses since the school was founded. Malcolm-King has an annual budget of $1.3 million, of which $900,000 comes from city, federal and private grants, with the remainder brought in by tuition costs. The college is now trying to become independent, but the small number of full-time faculty and the lack of sufficient physical plant and endowment program have been significant obstacles in the accreditation process.

A new organization, the Clearinghouse for Community Based Free Standing Education, is trying to create a visible alternative to the current accreditation system. It is a consortium of 36 institutions, and advocates community control of educational institutions. Community-based organizations that are interested in beginning an independent post-secondary institution often use the Malcolm-King College model, and seek information and resources from the Clearinghouse.

Two federal programs provide funds for new institutions, with the general aim of promoting cooperative arrangements between an established institution and a small developing one. The funds, provided by Higher Education Act (Title III) are divided into Basic Institutional Development and Advanced Institutional Development grants. Each program awards funds in five areas--curriculum development, faculty development, administrative improvement, student services, and planning for future growth--to developing institutions who are participating in some form of cooperation with a more established institution. By law 76% of the aid must go to four year institutions, and 24% to two year institutions. Minority group representation and low income student population are also taken into consideration in awarding the grants.

Cooperative arrangements such as those promoted by these funds draw on the talent and experience of stronger colleges and universities, and of the educational resources of business and industry. Sometimes the experience of other developing institutions is a vital resource in this kind of cooperation. The most common form of cooperation is an agreement between a single developing institution and another institution or agency. Groupings of at least three developing institutions working together is another common approach to sharing resources.

Almost 1,000 smaller colleges and universities, close to a third of the post-secondary institutions in the United States, fall within the "developing institution" categories used in these federal aid programs. These institutions characteristically are limited in their ability to attract students, to engage outstanding faculty, to offer diverse curricula, and to acquire substantial physical and financial resources. They do, however, perform an important function in providing an opportunity for post-secondary education to many ethnic minority and/or low income students who would otherwise be unable to attend more expensive or distant colleges.

Universitites and Colleges that have Urban and/or Community Studies Programs

Many colleges and universities have adopted urban studies and/or community studies programs. Most have flexible curricula that permit that student a good deal of freedom in defining their own courses of study. The most common procedure to accomplish this is for students to seek the advice and assistance of individual faculty members, either selected by the student or in some cases, by the appropriate faculty committee. Independent study, tutorials, community field research, and work study options also are offered to students in most of these programs. In some schools, such as Pepperdine College in Los Angeles, the urban studies department is committed to serving the community and helping it solve its problems, and thus views the urban community as a laboratory in which the student can and must become directly involved.

Although a majority of the schools do not express so devoted a commitment to having their students learn from, and at the same time, serve the community for degree-earning credit, they do encourage the student to select or define the subject of their community research. None of these schools have outreach programs for minorities and women that grant credit for community work already done by these individuals, or offer community research training designed specifically for them, but the individual student can negotiate with the appropriate school official to have community activities accepted as credit-earning activity. Financial aid is available generally to students at these schools, although there are no specific aid programs for women, community workers, or minority students.

As part of the effort of this project to connect community researchers with accredited post-secondary programs we have developed a selected list of such institutions with special attention to their sensitivity to the needs of these students.

California State College--Dominguez Hills

The Small College

The Small College in a college-within-a-college on the California State College, Dominguez Hills campus. Students in the Small College design their own programs of study based on their individual interests and goals. The program is interdisciplinary; the Small College has no "departments," and students are encouraged both in their course work and in their programs of study to explore problems from several points of view, using the insights provided by a variety of approaches.

The Small College is committed to a creative admissions policy where each applicant is given personal attention. Prospective students from all social, cultural and academic backgrounds are encouraged to apply.

Urban Studies

The Urban Studies Program of the Small College is designed to provide a balanced interdisciplinary curriculum for the study of urban development processes, urban physical and social structures, urban problems and problem-solving techniques. Emphasis is placed on understanding the determinants of the urban condition in order to bring about the improvement of contemporary and future urban life. By integrating studies from diverse academic disciplines, the students may obtain an understanding of the city as a complex environment.

The Urban Studies Program prepares students for careers in urban institutions, social agencies, and planning units of both governmental and private organizations.

Requirements for the Major in Urban Studies

The urban studies major may elect, in consultation with an Urban Studies Faculty Advisor, to complete a program of study in either the General Urban Studies Concentration or the Techniques of Urban Research Concentration.

The General Urban Studies Concentration offers a balanced selection of urban courses from diverse disciplines and practical fields of interest. It is intended to provide the student with a broad understanding of the city in contemporary society. Courses in the following areas are offered:

Urban Development and Social Ecology
Urban Problems and Policy
Techniques of Urban Research

The Techniques of Urban Research Concentration offers a selection of urban-related courses which provide the student with both analytic training and actual practice utilizing the kinds of research skills and techniques needed for careers in urban research or for related graduate study. Courses in the following areas are offered:

Urban Field Research
Quantitative Analytic, and Graphic Techniques in Urban Research

Pepperdine University

Los Angeles, California

The Los Angeles campus has designed a highly flexible curriculum which is responsive both to the needs of students for active learning experiences and the immediate needs of the urban community surrounding the college. The problems of the city thus (political, racial, environmental, and educational) concern the university in two ways.

The Los Angeles campus encourages programs of community involvement, not only as service, but as an integral part of the curriculum. Students participate in tutoring services, in classes conducted in urban elementary and secondary schools, and credit-granting programs through a cooperation with comnmunity organizations such as HeadStart, Urban League, Legal-Aid, Probation and other similar programs.

Pepperdine sees this participatory role as an ideal educational opportunity, allowing students and faculty to become immediately involved in solving the problems they are studying.

Special Programs

University Year for Action

University Year for Action (UYA) enables a student to combine fulltime work experience with academic theory. The UYA student volunteer is placed in a community service agency for up to one year during which time he or she may receive up to 36 units of university credits, and a monthly allowance designed to cover living costs.

An academic contract is negotiated between the UYA student and a faculty advisor encompassing readings, projects, and seminars paralleling the job experience. In this way the student is introduced to the body of theory associated with the practical work experience. The UYA student continues academic work on independent study while providing service to the community. The program is available to both graduate and undergraduate students. UYA is funded by Action, the Federal volunteer agency.

Special Educational Opportunities Cooperative Education

Pepperdine encourages graduate and undergraduate students to include cooperative education internships as an integral part of their educational process. Cooperative or experimental education provides students with an opportunity to work in public and private agencies for full academic credit. Cooperative education may include any type of work experience which the faculty members of a department judge to be sufficiently educational to warrant granting of credit.

After reviewing the job and the student's goals and objectives, the division decides how much credit will be granted and what evaluation procedures will be used. Credit may be granted by more than one division in the same trimester for a student's work. A contract is written stipulating the goals to be achieved and the criteria for evaluation, signed by the student and the division representative. The student and the division also decide whether the grade for work will be pass, no credit, or regular letter grades.

University of California--San Diego

Urban & Rural Studies

The Undergraduate Program in urban rural studies is designed to provide a broad educational experience for persons who wish to become actively engaged in professional careers requiring a broad understanding of the problems of urban and rural life. The goal of the curriculum is to train action-oriented students who can bridge the apparent gaps between disciplines and begin to build an interdisciplinary understanding of the complex in urban and rural environment.

The field component of this curriculum is seen as a test of theory concepts and strategies learned in the classroom; fieldwork is also viewed as service to the community. The goal is, by hiring students and faculty to work on community issues, to keep university education and research relevant to the issues of the day, to test theory with practice, and to develop new and innovative relations with communities traditionally underserved by institutions of higher education.

The faculty encourage student participation in designing individualized educational programs leading to the AB degree in urban and rural studies. Such programs are reviewed by faculty and serve to promote innovation within the established educational programs of the institution.

California State University--Los Angeles

Special Programs

1. Urban Studies

The program in Urban Studies is designed to prepare students for careers in the urban community by providing an interdisciplinary major focused on the environment and problems of urban community. In addition, the program provides opportunities through multi-disciplinary study to develop competency in such fields as business, child development, economics, education, engineering, geography, health, home economics, industrial studies, political science, psychology and sociology. The Urban Studies Program is administered by the Department of Geography.

2. Cooperative Education

The Cooperative Education Program is designed to meet the educational needs of students by integrating classroom studies with related on-the-job experiences.

It permits students to earn a maximum of six units of elective credit per quarter toward an academic major or minor, based on one unit for each eight hours of work per week.

Admission to Cooperative Education courses is arranged through the coordinator for the department in which the student is majoring.

Students are required to maintain an average of C or better, and to carry six units or more of course work in addition to the Cooperative Education course. Approved employment, periodic conferences, and written reports are required.

3. Special Majors for Bachelor's Degrees

The special major for the Bachelor of Arts or Bachelor of Science degree provides an opportunity for selected students to engage in individualized courses of study leading to a degree when appropriate academic and professional goals are not accommodated by standard degree majors. Programs for the special major consist of correlated studies in two or more fields. It is not intended as a means of bypassing normal graduation requirements, or alternative means of graduating for students who have failed to complete requirements in a previously designated major. Approval of the special major is based upon individual justification.

NEW YORK

CITY UNIVERSITY OF NEW YORK

Admission to Special Programs at the City University of New York.

College Discovery

The College Discovery Program provides economically disadvantaged high school graduates matriculated admission to the colleges of the the City University.

Qualified students attending certain high schools in the city are identified early, given enriched programs in high school and guaranteed admission to one of the units of CUNY when they graduate from high school. The college then makes available to these students such special assistance as remediative courses, extra tutoring, intensive counseling, and financial aid.

SEEK

The SEEK Program (Search for Education, Elevation and Knowledge) is a special program sponsored and funded by the State and the City of New York since 1965 to enable economically and educationally deprived students of the City to attend college. SEEK provides remedial and developmental course work for students and a variety of services, including counseling and tutoring. Limited financial assistance is granted according to need.

QUEENS COLLEGE--City University of New York

1. Urban Studies

The undergraduate program in Urban Studies is designed to acquaint the student with urban administration, social policy, and community organization and development. The various social sciences are studied to develop understandings of and solutions to the problems that characterize modern urban civilizations.

The urban studies major consists of a total of 33 credits in urban studies and 15 credits selected from the social sciences under advisement. All majors must take at least 6 credits of internship work.

2. Individualized B.A. Program

Established in May, 1971, the Individualized B.A. (IBA) Program offers several options to the Queens College student. One option is to earn up to 32 credits towards the Queens College degree for academically creditable work done outside the classroom (independent study) under the sponsorship of a three member IBA faculty committee. A second option is to complete the degree with an interdisciplinary course concentration which does not constitute a departmental major, but which is approved by the student's IBA faculty committee. Third, an IBA student may complete a departmental major as well as undertake independent study within or outside the major department.

The degree is "individualized" in that each student's course of study is decided upon with the guidance of the three member IBA faculty committee. There are no predetermined required courses or concentration requirements.

The IBA program is open to all matriculated students in good standing, full or part-time, day or evening, who have completed 12 credits at Queens College. It is the student's responsibility to form a three-member faculty committee from two or more departments with a chairman of the rank of assistant professor or more. The committee must include one member at the associate or full professor level. Students pursuing a departmental major must include on their committee faculty from that department. The faculty committee's responsibilities are to help plan a course of study with the student and to approve and evaluate the independent study.

STATEN ISLAND COMMUNITY COLLEGE-- City University of New York

1. College Discovery Urban Learning Center

The College Discovery Urban Learning Center provides students with the opportunity to acquire the basic skills necessary to do college level work, and assists them to explore selected career objectives based on a understanding of the alternatives open to them in the urban environment. The Center's own teachers and counselors have developed courses, primarily in liberal arts, within which the student may concentrate on urban affairs.

Each semester, one (or more) urban affairs seminar is designed to enable the students to develop an understanding of one (or more) of the following areas: the political, economical, physical, and social dimensions of urban life. Learning Center courses are directed by faculty selected from both the urban and the academic communities. The structure of the seminars is flexible and places emphasis on the development of individual attitudes, understanding and forms of participation.

During the summer, there are opportunities provided to integrate academic and life experience. A summer internship/work experience program exists to assist career planning based on real world experience. Stipends are provided in all summer programs for students who qualify for financial assistance.

The overall academic program is reinforced by College Discovery's supportive services. Intensive counseling programs are designed to assist the student who had educational, motivational, economic, social or other problems which might impair his effectiveness as a student.

2. Internships

The internship program assists the various departments and programs of the college in providing students with options to complement to their academic experience. The program identifies a wide range of placements; through internships the student is given an option to continue his or her educational process in a broader environment; government agencies, associations, cultural groups, research organizations, non-profit institutions, business firms, and health agencies.

BROOKLYN COLLEGE--City University of New York

Special Programs

1. CUNY B.A. Program

Students matriculated in any college of the City University who have completed 15 credits with an average of 2.0 or higher may be admitted to the CUNY B.A. Program. For the degree, at least 90 credits must be earned in the classroom; the remaining 50 credits may be earned in class work, life experience, or independent study planned and evaluated by a faculty committee. Up to 15 credits can be earned for documented learning which occured prior to entering the program. Independent work may be in such institutions as museums, government agencies, or performing arts groups. A minimum of 30 credits must be completed after admission to the program. The degree is issued by the City University rather than Brooklyn College. Information and application forms are available in 3415 James Hall.

2. Urban Studies Program

Students in this program are required to complete 12 credits in urban studies plus a major in one of these departments: Art, Economics, Biological Sciences, Sociology. The urban studies program is part of liberal arts study and does not train students as practitioners in planning, housing, community development, or other occupations. However, many departments of the college offer courses in specific practical aspects of urban studies.

FORDHAM UNIVERSITY

School of General Studies

Affirmative Action Policy

Fordham has developed an affirmative action program with additional efforts to recruit, employ, and promote women and members of minority groups.

1. EXCEL Program (Experiment in College Education for Leadership

The EXCEL Program is designed for adults who wish to begin studying for a bachelor's degree. It consists of four courses in the liberal arts and four in science. The courses are taught in theoretical fashion with a broad interdisciplinary approach to central issues that are relevant on the adult experience. The aim of the program is to develop skills in reflection, discussion, and critical analysis as well as in sound verbal and written communication. Students who complete the EXCEL program will have earned 40 credits toward the bachelor's degree.

2. The Life Experience Program

The Life Experience Program permits students to apply for credit for learning from experiences outside a formal academic framework. This program is open to all students, 25 years of age or older, who have successfully completed the 40 credits in the EXCEL program. Up to 18 credits may be granted for life experience learning. Students may enter the program as soon as they have completed 40 credits in the EXCEL program.

Students who wish to participate in the program must register for a two credit life experience tutorial for which they will pay the normal tuition fee. As one of the requirements of the tutorial, the student will prepare a portfolio which will outline, analyze, and document his experience and show how it has taught him what is ordinarily learned in college courses. If the portfolio is satisfactory, a grade of P and two credits will be awarded for the tutorial.

At the conclusion of the semester all portfolios will be evaluated by a Life Experience Committee and an appropriate grant of credit in addition to the two credits for the tutorial will be made by the committee. Before this credit is entered on the student's permanent record, he will be charged an additional fee of $25 to cover administrative and clerical costs.

SYRACUSE UNIVERSITY

Community Internship Program

The Community Internship Program (CIP) is an academic department of the University which enables undergraduate and graduate students to earn credit for participation in local and national internship experiences. All student involvement in CIP internships is guided and evaluated by members of the faculty, who also are responsible for grading the student's work upon completion of the contract.

CIP has established internships in a variety of fields in order to meet the student's academic, career and personal objectives. Students may participate in a local internship in the Syracuse area; a national internship in Albany, Washington, D.C., Boston or San Francisco; or an independent internship in Syracuse or elsewhere--designed by the student and approved by the CIP staff.

This school has only traditional admissions requirements, there are no special program or admission policies for minorities or women.

THE UNIVERSITY OF ALABAMA--NEW COLLEGE

University, Alabama

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional courses and methods of study (that stress individualized education and learning outside the classroom)

Description of programs

Contract learning--students meet with advisors after admission to the college to develop individual goals and formulate the contract under which these goals are pursued.

Students are encouraged to pursue their academic interests outside the classroom through independent study.

Credit is given for demonstrated prior learning, out of class learning and other non-traditional modes.

Special benefits to students

The program seeks to provide opportunities for highly individualized education and foster the utilization of learning resources both inside and outside of the University structure.

CALIFORNIA STATE UNIVERSITY--DOMINGUEZ HILLS

Carson, California

Level

Undergraduate and Graduate, Certificate programs

Types of programs

1. Specialized admission criteria
2. Non-traditional methods of study
3. Designed to attract mature and working students

Description of programs

The external degree programs are self-supporting academic programs leading to a regular established degree offered at an off-campus location. The location of the program is determined in part by the needs of students within the program.

Special benefits to students

These programs serve adult Californians for whom degree and certificate programs are not now available because of their inability to spend extensive periods of time "in residence" on a college campus.

UNIVERSITY OF CALIFORNIA--SAN DIEGO

La Jolla, California

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional methods of study

2. Designed for mature, highly motivated adults

Description of programs

The program's primary focus is self-directed study. Participants set their own educational goals, design their own curriculum and work at their own pace. The program is almost totally offered externally unless on-campus courses are made a part of the degree plan.

Special benefits to students

Allows mature, motivated persons with an awareness of their own educational needs the freedom to pursue their individual goals.

GOLDEN GATE UNIVERSITY

San Francisco, California

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional courses and methods of study
2. Designed for mature and working students

Description of programs

Golden Gate offers continuing education to persons active in business and government, as well as to others engaged in further learning for their own development or as a foundation for future full-time and professional study.

The Bachelor's degree also is offered off-campus in a variety of locations, as well as at Air Force Bases throughout the nation.

Special benefits to students

Military base students may earn degrees entirely without attending classes on the San Francisco campus.

UNIVERSITY OF REDLANDS--ALFRED NORTH WHITEHEAD COLLEGE

Redlands, California

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional methods of study
2. Designed to attract mature and working students
3. Specialized admissions criteria

Description of programs

In cooperation with the Institute for Professional Development in Irvine, the College offers an off-campus format uniting the resources of the University with those of public and private agencies.

Independent study includes internships and credit towards the degree may be gained from experimental learning.

Special benefits to students

The college provides curricula which enable the student to integrate the knowledge gained in liberal studies with practical elements central to his/her occupation.

JOHNSTON COLLEGE--UNIVERSITY OF THE REDLANDS

Redlands, California

Level

Undergraduate

Types of programs

1. Non-traditional courses and methods of study

Description of programs

Variations from the traditional subject area can be found in the Center for Cross Cultural Exchange and the Center for Wilderness Studies. Other centers provide experiences in training counselors and local probation department officers, and in training for psycho-drama directors.

Contract learning is at the heart of the academic model. Credit is given for prior learning and work experience.

Special benefits to students

The college provides exposure to unique subject areas and allows for the development of individualized curriculum.

UNIVERSITY OF LA VERNE

La Verne, California

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional methods of study
2. Designed to attract mature and working students
3. Residence centers on military installations

Description of programs

La Verne provides adult students with a carefully coordinated opportunity to pursue the Bachelor's degree in individually designed programs where their competence is recognized and the standard requirements for the degree are creatively applied.

Modes of learning include independent study, de-centralized residence centers, individually formulated contracts, and credit by examination.

Special benefits to students

The learning experience is designed to accommodate individual needs.

NAIROBI COLLEGE

East Palo Alto, California

Level

Non-degree

Types of programs

1. Designed for Black students
2. Non-traditional courses

Description of programs

The program seeks to provide students with basic technical and leadership skills that will enhance their upward mobility while contributing educationally, socially and culturally to the Black community. Regularly structured classes are combined with independent studies.

Special benefits to students

Provides a supportive, community oriented learning envrionment.

UNIVERSITY OF THE PACIFIC

Stockton, California

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional courses and methods of study
2. Designed to attract mature and working adults

Description of programs

In the University Without Walls the student is able to plan his or her experience within a time frame that is best suited for individual learning. The study program may include internships, jobs, field experiences and travel.

The learning contract is used to define goals and activities and develop a learning process.

Special benefits to students

This program provides a flexible course of learning for mature and accomplished people who are not college graduates but who are interested in the challenge of further university study.

WORLD COLLEGE WEST

San Rafael, California

Level

Undergraduate

Types of programs

1. Non-traditional modes of study

Description of programs

The program emphasizes "the humane resolution of broad public issues, most notably those having to do with environment, international harmony and justice, and pressing social concerns."

Independent study is an important mode of learning and students are required to present proposals for guided projects to a coordinator of studies.

There is a four year campus residence requirement.

Special benefits to students

Work experience, community participation and individual study projects are integrated into the learning process.

UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional modes of study

Description of programs

A broad range of full-degree programs are offered at 27 locations in a concentrated weekend format which combines individual study with classroom instruction.

44 hours of credit towards the Bachelor's degree may be given for experimental learning.

Special benefits to students

Individualized and interdisciplinary modes of learning are provided to meet the needs of a diverse population that varies in age, ethnic background, experience, and interests.

THE CONNECTICUT BOARD FOR STATE ACADEMIC AWARDS

Hartford, Connecticut

Level

Undergraduate

Types of programs

1. Non-traditional methods of study

Description of programs

All courses are considered independent study, and all students are identified as external students. There are no time or residency requirements. Credit towards the degree may be achieved through examination, demonstrated experiential learning, or transfer from another academic institution. Achievements acquired through military service may be applied to advanced standing.

Special benefits to students

Independent learners are enabled to earn an academic degree without required campus contact.

FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

Level

Upper level undergraduate, and Graduate

Types of programs

1. Special admissions criteria (completion of two years of college studies or the equivalent); Florida residency
2. Non-traditional method of study

Description of programs

Students are able to take advantage of all resources throughout the State of Florida without required residency on any campus. Learning is achieved through a self-directed non-residential program for residents of the State of Florida.

Individual study plans are designed for each student in the form of an educational contract. When classroom work is unsuitable or impossible, alternative arrangements for study at home or on the job may be worked out.

Special benefits to students

Florida International offers flexible scheduling and the opportunity to develop individualized curriculum.

NOVA UNIVERSITY

Fort Lauderdale, Florida

Level

Graduate and Undergraduate

Types of programs

1. Non-traditional methods of study

Description of programs

NOVA's learning opportunities seek to minimize the rigidities of campus-based programs through the use of: independent study, summer-institutes, national workshops and off-campus locations.

Special benefits to students

NOVA provides flexible learning opportunities and decentralized instruction.

THE UNIVERSITY OF SOUTH FLORIDA

Tampa, Florida

Level

Graduate and Undergraduate

Types of programs

1. Non-traditional courses and method of study
2. Designed for mature persons and the learner in mid-career

Description of programs

The Bachelor of Independent Studies is an almost totally external program where students complete reading assignments on their own and submit periodic written reports. Credit towards the degree is also given for life or work experience and prior learning.

Special benefits to students

This program is particularly advantageous to the student whose life style requires flexible scheduling with regard to both time and place.

CLARK COLLEGE

Georgia

Level

Undergraduate

Types of programs

1. Non-traditional courses and methods of study
2. Particularly geared to the interests of Black students

Description of programs

The Southern Center of Studies in Public Policy offers a program that emphasizes problems of the poor Southern Black.

Special benefits to students

This is a new program in an area not usually studied in a systematic way.

MARYMOUNT COLLEGE

Kansas

Level

Undergraduate

Types of programs

1. Non-traditional courses of study

Description of programs

This school offers college level work and field work experience in drug abuse and alcoholism leading to a degree in psychology with a concentration in chemical dependency.

Speical benefits to students

Marymount's specialized training addresses one of the country's most wide-spread illnesses--alcoholism, and is relevant to the growing problem of drug abuse.

KENTUCKY WESLEYAN COLLEGE

Kentucky

Level

Undergraduate

Types of programs

1. Designed to attract mature and working students

Description of programs

The college provides swing shift classes for factory workers who cannot attend either evening or day classes on a regular basis. Two sections of some classes are taught both morning and evening by the same instructors.

Special benefits to students

This type of program opens college education to students who would otherwise be excluded from attending.

ELMHURST COLLEGE

Illinois

Level

Undergraduate

Types of programs

1. Non-traditional courses and methods of study
2. Designed to attract minorities
3. Designed to attract mature and working students

Description of programs

Elmhurst offers programs in business administration, psychology and sociology. In a five and one half years course of study, first year is taught in Spanish, and English is phased in until the last year when classes are all in English. There is an evening program.

Special benefits to students

The program is designed for students whose lack of fluency in English has delayed their education. The program also admits students from 18 to 55 years of age, thereby broadening the scope of the classroom experience for all students.

MUNDELEIN COLLEGE

Chicago, Illinois

Level

Undergraduate and Graduate for women. Mundelein's program is designed "to provide a liberal arts education that is contemporary, urban and Catholic."

Types of programs

1. Non-traditonal methods of study

2. Designed to attract full-time working adults

Description of programs

The program seeks to provide a unique usuable time/space framework to full-time working adults through a Weekend College, and independent study. The Weekend College (during which two separate five-weekend sessions are offered) is slightly more than 13 weeks long. In addition, the College operates on an intensive three-term arrangement which makes it possible for students to stay out of school for one term and return the next without losing an entire half year of study.

Special benefits to students

Mundelein College offers full-time working students an opportunity for higher education which they may not otherwise have.

THE SCHOOL FOR NEW LEARNING--DEPAUL UNIVERSITY

Chicago, Iliinios

Level

Undergraduate

Types of programs

1. Specialized admission criteria (registration and admittance takes place year-round)
2. Non-traditional courses and methods of study
3. Designed to attract mature and working students

Description of programs

The program seeks to build flexibility, seek alternative resources in the community and reduce time, place and course requirements that limit the accessibility of education to many adult students.

Emphasis is placed on assessment of competence rather than accumulation of credits. Students are given the opportunity to become self advocates and independent learners, designing their own curriculum under the guidance of faculty members.

Special benefits to students

Students can acquire skills and knowledge more directly related to their individual needs and are encouraged to take a more active role in their own educational process.

WHEATON COLLEGE

Illinois

Level

Undergraduate

Types of programs

1. Specialized admissions criteria
2. Non-traditional courses of study

Description of programs

Multi-disciplinary studies are offered to prepare students for work in Third World countries; there are overseas internships available to students.

Special benefits to students

Wheaton College provides opportunities for overseas internships in countries other than Europe.

BALL STATE UNIVERSITY

Indiana

Level

Graduate and Undergraduate

Types of programs

1. Non-traditional courses and method of study in the area of conservation

Description of programs

The program provides a course of study in natural resources, environmental sciences and environmental education at both the graduate and undergraduate levels, and also offers opportunities for research in conservation and environmental sciences.

Special benefits to students

This is a course of study designed for an emerging area of interest and one with strong future employment opportunities.

GEORGE MEANY CENTER FOR LABOR STUDIES

Maryland

Level

Undergraduate

Types of programs

1. Specialized admission criteria, geared to union apprentices

1. Non-traditional courses of study

Description of programs

Under the auspices of three community colleges the Center grants credit for apprenticeships, job related practice and science courses, courses taken at the community colleges and labor studies taken at the Center.

Special benefits to students

The program provides students with the opportunity to earn credits for their job related experience.

WILLIAMS COLLEGE

Massachusetts

Level

Undergraduate

Types of programs

1. Specialized admissions criteria for new freshmen

Description of programs

Applicants with uneven scholastic records or areas of unpreparedness are considered for admissions based on recommendations, areas of demonstrated achievement and special strengths.

Ten percent of the freshmen student body is admitted under these less rigorous standards; however, their status is known only to the admissions office. These students follow the regular course of study.

Special benefits to students

This program permits admission to regular courses of study without the label of educationally disadvantaged.

CENTRAL MICHIGAN UNIVERSITY

Michigan

Level

Undergraduate

Types of programs

1. Specialized admissions criteria
2. Non-traditional courses of study and method of study
3. Designed to attract mature or working students

Description of programs

The Institute for Personal Career Development conducts out-of-state programs requested by corporations, governments, associations and organizations; credit is given for prior learning and there is a range of special programs.

Special benefits to students

Students may study off-campus in another state while earning their degree; CMU has a national administrative structure.

CENTRAL MICHIGAN UNIVERSITY INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT

Mount Pleasant, Michigan

Level

Undergraduate

Types of programs

1. Non-traditional methods of study
2. Designed to attract mature and working students

Description of programs

Credit towards the Bachelor's may be earned through subject matter proficiency examinations, submission of portfolios describing prior personal and professional experience, independent study and courses offered at a variety of off-campus centers.

Special benefits to students

Programs are designed to serve people who, because of career or personal barriers, have not had access to traditional educational institutions.

METROPOLITAN STATE UNIVERSITY

St. Paul, Minnesota

Level

Undergraduate--upper division

Types of programs

1. Non-traditional methods of study
2. Designed to attract mature and working students

Description of programs

The Individualized Educational Planning Course is designed to assist students entering the University to develop a degree program appropriate to their educational needs and interests. Together with faculty members, students analyze their goals, review prior learning experiences and negotiate individual learning programs. Contract learning and independent study are utilized. In addition, students may gain credit through an assessment of prior learning.

Special benefits to students

Metropolitan State University provides alternative opportunities for higher education which take into account individual needs and competencies, while fostering individual responsibility for the learning process.

THE SCHOOL OF CONTINUING STUDIES

Durham, New Hampshire

Level

Undergraduate

Types of programs

1. Non-traditional methods of study
2. Designed to attract mature and working students

Description of programs

The Bachelor's of General Studies is a competency based option which stresses independent study and the development of written contracts or commitments between the learner and a faculty member. Non-formal learning and the assessment process are central and critical ingredients of the program. Students should possess the ability to study independently and demonstrate acquired skills.

Special benefits to students

The program attempts to mesh the degree program with the learner's everyday life, and to provide an individually planned structure or framework for those who have not been served by traditionally proscribed college programs.

THOMAS A. EDISON COLLEGE

Trenton, New Jersey

Level

Undergraduate

Types of programs

1. Non-traditional mode of study

Description of programs

This college is designed to award external credits and degrees, based on examination, individual assessments of college level knowledge and evaluation of transfer college credits.

The college does not offer instruction or possess a faculty on full-time status. Free academic counseling is provided to all, including non-students.

Special benefits to students

Students who desire to study independently or who, because of their location or life-style cannot attend traditional classes, have access to higher education.

THE UNIVERSITY OF ALBUQUERQUE

New Mexico

Level

Undergraduate

Types of programs

1. Specialized admissions criteria
2. Non-traditional courses and method of study

Description of programs

The University of Albuquerque offers a certificate program for para-professional education aides in reading and special education.

Special benefits to students

The program offers academic credit from the Department of Teacher Education to a population not usually included in college courses.

BANK STREET COLLEGE OF EDUCATION and GODDARD COLLEGE

New York

Level

Undergraduate and Graduate

Types of programs

1. Designed to attract minorities
2. Designed to attract women

Description of programs

This program allows parents and working para-professionals to earn credits towards Bachelor's degrees and Masters at Bank Street College.

Special benefits of students

Provides greater access to higher education credentials for women, many of whom start without high school degrees.

BRAMSON ORT TRAINING CENTER

New York

Level

Undergraduate

Types of programs

1. Non-traditional methods of study
2. Designed to attract mature and working students

Description of programs

Bramson offers modular, "self-learning" courses of one month duration that are related to occupational needs and growing occupational areas.

Special benefits to students

Provides educational alternatives for a very special category of student who cannot integrate campus life with his/her fundamental lifestyle (e.g., some working people, religious persons).

STATE UNIVERSITY COLLEGE AT BROCKPORT

Brockport, New York

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional mode of study
2. Designed to mature and working students

Description of programs

Brockport's programs are designed specifically for people who have life commitments and responsibilities, and who must deal with demands on their time and energies, as they participate in college study.

The learning mode is external with a six-semester residency requirement for the Bachelor's degree.

Credit is earned through independent study, placement exams, and knowledge gained from non-collegiate educational experiences.

Special benefits to students

This program increases accessibility for students whose life styles do not accommodate traditional methods of study.

COLLEGE FOR HUMAN SERVICES

New York

Level

Undergraduate

Types of programs

1. Programs designed to attract disadvantaged and unemployed persons

Description of programs

The college prepares students for careers in human services; time is divided between working in human service agencies and classes.

Special benefits to students

Students gain exposure to the work environment in human services professions while studying for credit.

EMPIRE STATE COLLEGE

New York

Level

Undergraduate

Types of programs

1. Non-traditional courses and methods of study

2. Designed for mature and working students

Description of programs

Created by the State University of New York, Empire State College offers advanced placement, independent study, special occupational programs, and formal class structures; 30 locations exist in the state where students work individually with mentors.

Special benefits to students

The College serves a wide variety of student groups and offers extensive decentralization of instruction.

MALCOLM-KING HARLEM COLLEGE EXTENSION

New York

Level

Undergraduate

Types of programs

1. Designed to minority and low income students.

Description of programs

The college offers credit leading to Associate degrees in liberal arts, early childhood education and business; faculty is drawn from three major institutions which confer the degrees on completion of course work.

Special benefits to students

The college provides low-cost, accessible, community-based education facilities.

MERCY COLLEGE

New York

Level

Undergraduate and professional studies

Types of programs

1. Designed to women

2. Designed to attract mature and working students

Description of programs

Part-time programs are offered in the New York City area. Classes meet twice weekly in 8 week intensive programs designed for remediation or professional studies. Scheduling of courses allows students to attend different classes at different locations.

Special benefits to students

Wide-ranging flexibility in scheduling at 5 extension centers.

COLLEGE OF NEW ROCHELLE

New York

Level

Undergraduate

Types of programs

1. Specialized admissions criteria
2. Non-traditional courses of study
3. Designed to attract mature or working students, especially "those persons by-passed by traditional education"

Description of programs

The College of New Rochelle offers an open admissions policy; special language arts programs; four off-campus sites; and the Schooo of New Resources.

Special benefits to students

The College of New Rochelle offers ease of access and moderate decentralization of instruction, as well as innovative and flexible programs.

REGENTS EXTERNAL DEGREE--UNIVERSITY OF THE STATE OF NEW YORK

Albany, New York

Level

Undergraduate

Types of programs

1. Non-traditional methods of study

Description of programs

The Regents degree is completely external. There is no residency requirement nor requisite time frame for completion of degree requirements. Independent study is essentially the entire educational experience, except when a student enrolls for transfer credit at a traditional institution.

Special benefits to students

This program enables students with college-level knowledge to earn a degree without attending college.

MARS HILL COLLEGE

Mars Hill, North Carolina

Level

Undergraduate

Types of programs

1. Non-traditional method of study
2. Continuing Education Program for older adults

Description of programs

The Continuing Education Program is designed to respond to the needs of older adults. Classes are held in late afternoons and evenings. Credits may be obtained through examination, internships or independent study.

A maximum of 28 semester hours of credit may also be awarded for life experience and learning outside the formal education institutions.

Students and faculty also are encouraged to participate in travel study programs.

Special benefits to students

The flexibility of scheduling and the emphasis on individualized learning programs affords the older adult greater accessibility to higher education.

BOWLING GREEN STATE UNIVERSITY

Ohio

Level

Undergraduate and graduate

Types of programs

1. Non-traditional courses and methods of study

Description of programs

The College of Health and Community Services offers graduate and undergraduate programs in applied sciences, social sciences and social work. The College has no departments except School of Nursing. The teaching staff includes community practitioners.

Special benefits to students

A non-departmental structure increases the program's adaptability to new needs and the use of staff drawn from the community lessens the gap between theory and practice often found in educational institutions.

OHIO NORTHERN UNIVERSITY

Ohio

Level

Undergraduate

Types of programs

1. Specialized admissions criteria

Description of programs

Undergraduates at Ohio Northern who maintain a 3.3 average are guaranteed a place in Ohio Northern's Law school; each department has established pre-law courses that can be taken in conjunction with a major.

Special benefits to students

The program reduces or eliminates competition for those interested in graduate law degrees.

MARYLHURST EDUCATION CENTER

Marylhurst, Oregon

Level

Undergraduate

Types of programs

1. Non-traditional courses and methods of study
2. Designed to attract mature and working students

Description of programs

Marylhurst allows students to take course work externally at other accredited institutions; offers a variety of mobile programs that are also flexible as to time and place; grants credit towards the degree through assessment of prior learning experiences, and encourages independent study.

Special benefits to students

The flexibility in time, place, and delivery of services offered at Marylhurst makes education available to many persons who previously have been excluded from the educational process.

UNIVERSITY OF PORTLAND

Portland, Oregon

Level

Graduate and undergraduate

Types of programs

1. Designed to attract mature and working students (particularly employees of the Tektronix Corporation)

Description of programs

Courses are offered leading to a Bachelors in electrical and mechanical engineering, or to Bachelors or Masters degree in business administration. Courses are taught by regular faculty at the Tektronix facilities.

Special benefits to students

Job site location offers maximum convenience to workers; mature workers have ease of access to higher education services.

CHATHAM COLLEGE

Pennsylvania

Level

Undergraduate

Types of programs

1. Geared to mature women

Description of programs

Chatham has increased the enrollment of women by cutting tuition by 50 percent for the first nine course taken in its Gateway Program.

Special benefits to students

Chatham has lowered the cost of higher education for women.

ST. EDWARDS UNIVERSITY

Texas

Level

Undergraduate

Types of programs

1. Non-traditional courses and method of study

2. Geared to bi-lingual minority's needs

Description of programs

St. Edwards offers a bilingual-bicultural program to train counselors for pre-school centers; a College Assistance Migrant Program to help seasonal workers to get a higher education; and a Bilingual-bicultural teacher education program.

Special benefits to students

St. Edwards' programs to serve migrant workers have resulted in a wide range of flexible scheduling and supportive services.

VERMONT INSTITUTE OF COMMUNITY INVOLVEMENT

Burlington, Vermont

Level

Undergraduate

Types of programs

1. Non-traditional courses and methods of study

Description of programs

Independent study is encouraged in all programs and is the entire delivery system for one Bachelor's program. Most independent study plans and some Institute planned Associates programs make use of external work and facilities. Self-directed learning and community involvement projects are emphasized to assist the student in identifying options in dealing with problems and goals.

Special benefits to students

Students have the opportunity to develop self-reliance and the capacity to initiate learning activities.

COMMUNITY COLLEGE OF VERMONT

Lyndonville, Vermont

Level

Undergraduate--Associate of Arts Degree

Types of programs

1. Non-traditional courses and methods of study

Description of programs

Independent study is utilized and incorporates a wide range of non-formal learning experiences from on-the-job training to apprenticeships and volunteer work. The program is external in nature with field offices located throughout the state. Workshops, classes, field trips, and other forms of learning are designed around the individual's particular needs.

Special benefits to students

This program makes it possible for people who may have been discouraged in the past by high tuition costs, location or other responsibilities, to continue their education.

GODDARD COLLEGE

Plainfield, Vermont

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional courses and method of study

2. The Goddard Experimental Program in Further Education for students at least 21 years of age

Description of programs

Independent study is a primary part of the adult degree program and the Goddard Experimental Program in Further Education. These programs also include group courses, studio and workshop activities, off-campus field service work, internships and seminars.

Special benefits to students

Goddard's programs are designed to help students assume increasing responsibility for the consequences of their actions.

VIRGINIA COMMONWEALTH UNIVERSITY

Richmond, Virginia

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional method of study
2. Designed to attract mature and working students

Description of programs

The program seeks to offer an individualized framework for education and greater accessibility to working adults through: independent study, experiential learning and a variety of courses offered at locations throughout the state.

Special benefits to students

At Virginia Commonwealth University, the student participates in the development of new patterns of learning growing out of his/her individual goals and objectives.

CITY COLLEGE

Seattle, Washington

Level

Undergraduate and Graduate

Types of programs

1. Non-traditional methods of study

Description of programs

The program emphasizes the flexibility of instruction regarding time and location, as well as full utilization of resources within the community.

Special benefits to students

Students may obtain advanced standing through credit by examination or prior learning experience.

A high degree of de-centralization provides greater access to students.

EVERGREEN STATE COLLEGE

Olympia, Washington

Level

Undergraduate

Types of programs

L. Non-traditional methods of study

2. Designed to accommodate working students

Description of programs

Part-time studies are available for working people who want to complete their education on a gradual basis. Many programs operate during the late afternoon or evening hours.

A limited number of older students have earned credit through learning experiences off-campus.

Independent study is encouraged through the development of individual learning contracts.

Special benefits to students

Flexibility of scheduling and the opportunity to earn credit through off-campus learning experiences increase access to higher education for older or working students.

CAMPUS FREE COLLEGE

Washington, D.C.

Level

Undergraduate and Graduate

Types of programs

1. Unrestricted admission

2. Non-traditional modes of learning

Description of programs

Independent study, guided by the Program Advisor--self-directed learning--is the heart of the program. All degrees are external. Curriculum is open and unstructured and the faculty consists of specially contracted Program advisors.

Advanced standing credits are granted for life experiences or work done at other institutions.

Special benefits to students

The Campus Free College has no residency requirements and offers the freedom to design individual curriculum plans to accommodate individual needs and preferences.

PROMETHEUS COLLEGE

Tacoma, Washington

Level

Undergraduate and Graduate

Types of programs

1. Open admissions policy for the Bachelor's degree

2. Non-traditional methods of study

Description of programs

The College offers an individual approach to learning which permits flexibility in time, place, organization and method of study.

A portfolio approach is used in awarding credit for prior learning experience.

Special benefits to students

Prometheus College offers flexible study options that can meet special student needs.

ALDERSON-BROADDUS COLLEGE

West Virginia

Level

Undergraduate

Types of programs

Non-traditional courses of study

Description of programs

Alderson-Broaddus College offers an undergraduate, liberal arts degree to prepare students to be physician's assistants.

Special benefits to students

This is a degree granting program in a newly publicized career option.

ALVERNO COLLEGE

Milwaukee, Wisconsin

Level

Undergraduate--women

Types of programs

1. Non-traditional methods of study
2. Designed to attract mature and working adults

Description of programs

Alverno offers degree programs through a Weekend College.

Because of the intensive, time-shortened nature of Weekend College, students function as self-directed learners in independent studies. Advanced placement is awarded for life experience.

Special benefits to students

The continuing education program is aimed at helping adults realize a personal potential as well as their vocational and educational goals.